

ASSESSMENT OF SCHOOL PROGRAMS
IN ILORIN PROVINCE, NIGERIA:
PRIMARY SCHOOL PUPILS' VIEWS
ON OCCUPATIONAL CHOICE

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
DAVID OLORUNFEMI KOLAWOLE
1968

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Purpose

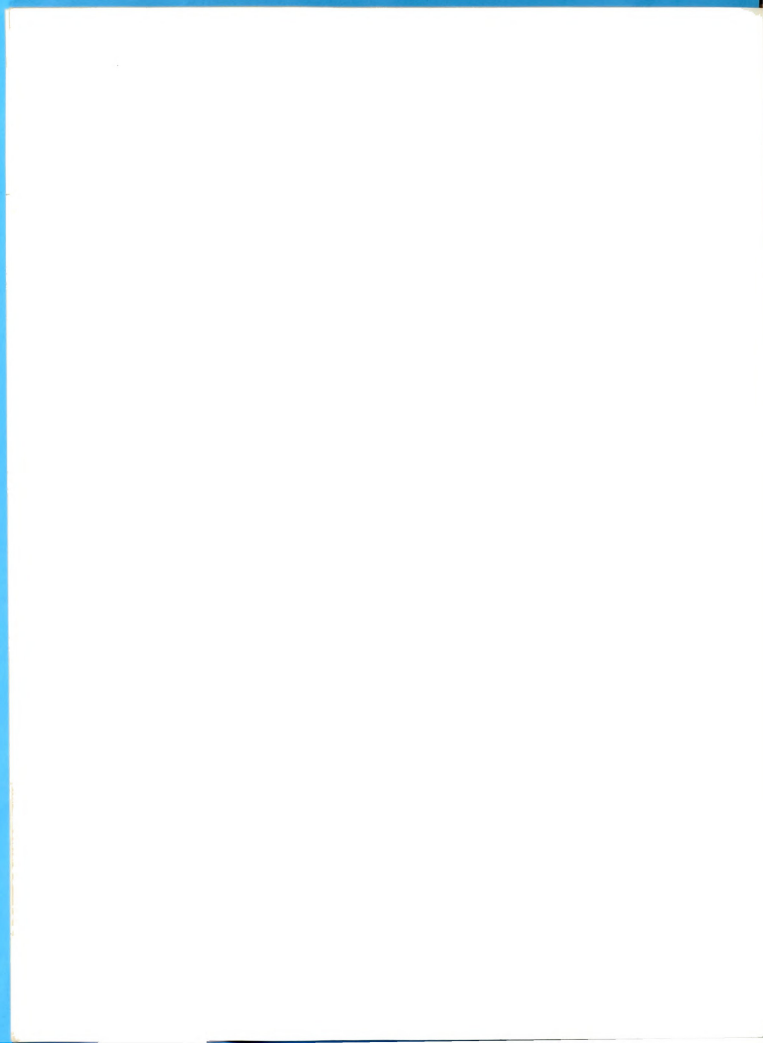
The purpose of this study was to collect information on how school programs could be evaluated for relevance through the perception of primary school pupils and graduates from rural and urban schools in Ilorin province, Northern Nigeria.

Methodology

Ninety-one boys who completed primary seven in 1964 and two hundred and one who were in primary seven in 1967 were selected on a random basis and interviewed.

The samples were from rural and urban public primary schools in Ilorin province, Northern Nigeria.

With interview schedules, the investigator explored:





David Olorunfemi Kolawole

1. The influence of education on occupational aspirations, expectations, and occupational status as perceived by the interviewees.
2. Effects of maturity on interviewees' attitude toward work.
3. The influence of school location on occupational aspirations and expectations of the respondents.
4. The need for occupational information in the elementary school.
5. Improvement ideas for the existing school programs.
6. The most functional subjects in the elementary schools of Ilorin province.

Findings

1. The interviewees did not perceive primary education as the most influencing factor in their occupational decisions; it was not also considered the most helpful in their occupational status. However, they viewed Arithmetic and English as the most functional of all school subjects in their occupational choices and occupational status.
2. Respondents could mention only twelve out of forty-six jobs available in Ilorin province.
3. Interviewees, whether rural or urban, pupils or graduates, had similar occupational choices; most members of each





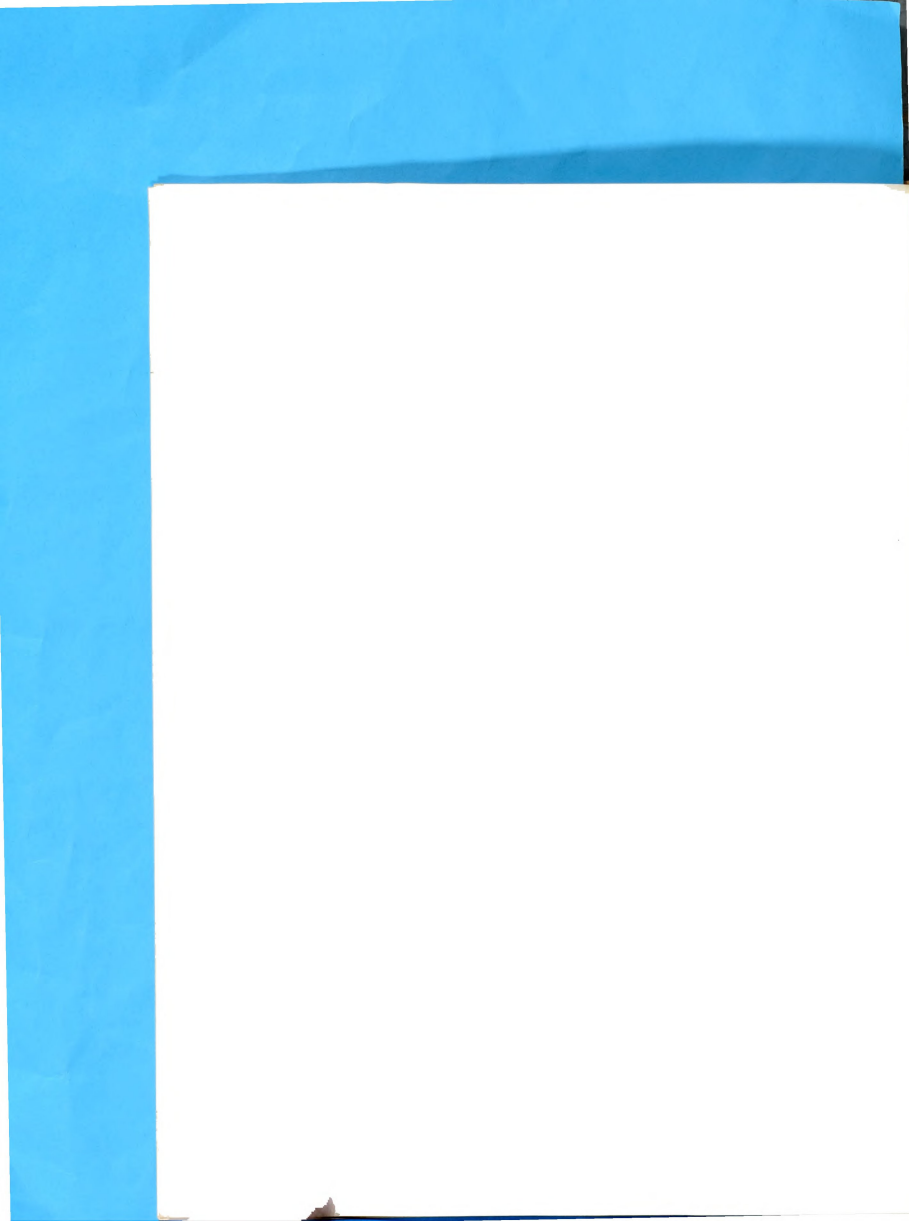
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group aspired to white collar jobs. They did not view their choice of these jobs as being a result of their primary education.

4. About half of the respondents thought occupational information would affect their occupational decisions.
5. The respondents suggested that better school plants, adequate school supplies of textbooks, and keener supervision of teaching would improve the existing school programs.

Among suggestions for further research are the following:

1. To find out the significant functions of Arithmetic and English in life situations of primary school pupils and graduates.
2. To compare the influence of ethnic groups on school programs within a province. It appeared from the study that the cultural pattern of an ethnic group might influence its youth and programs designed for them.
3. To experiment with occupational information in the elementary schools.
4. To find out the relationship between pupils' and the society's perceptions of the school programs.



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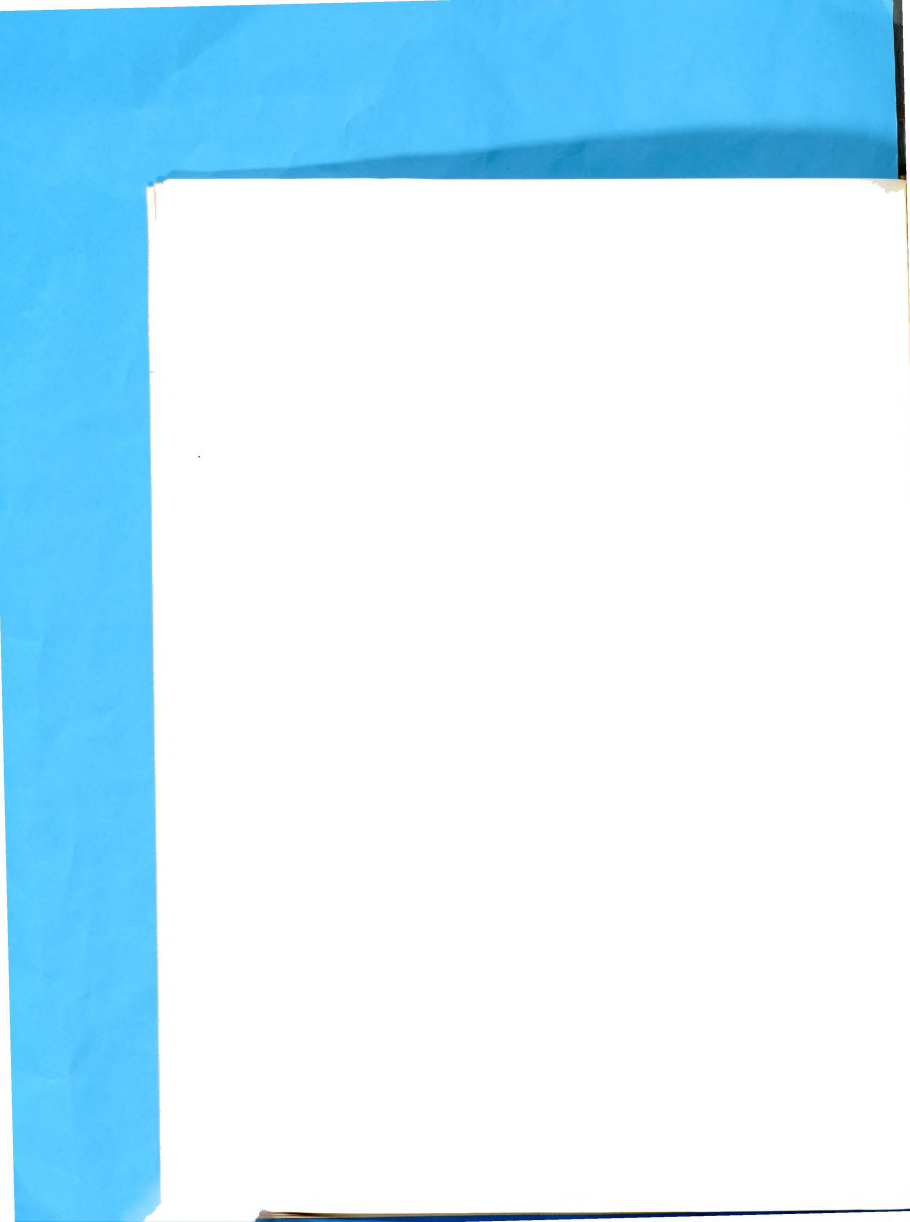
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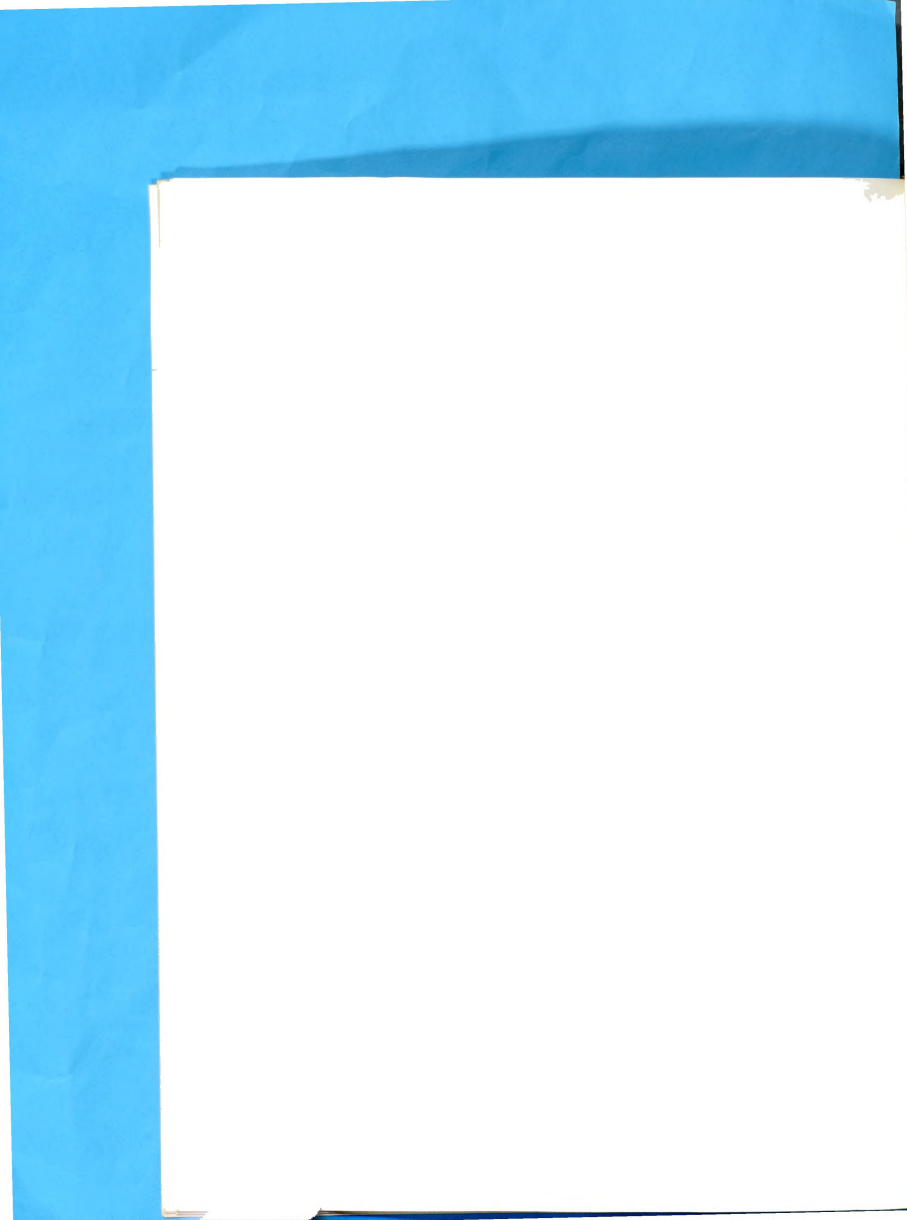
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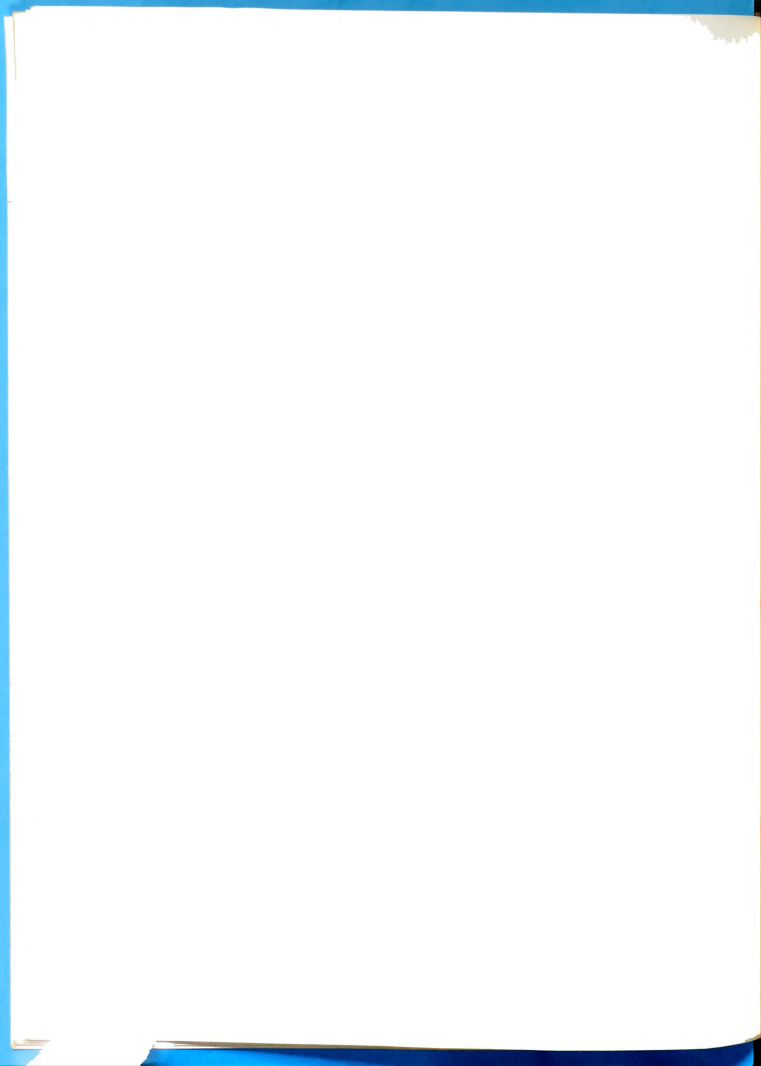
I would like to thank members of the doctoral committee, Dr. Charles Blackman, Dr. R. L. Featherstone, Dr. Wayne Taylor, and Dr. Harold Fields, for their assistance. Special gratitude goes to the chairman of the committee, Dr. Charles Blackman, for showing unique interest and concern in helping me to complete the study.

The following and many others not mentioned should feel that I am indeed grateful:

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Dr. A. Callaway, the most famous writer on unemployment problems of African youth, who allowed me to use his works;

The Permanent Secretary to the Ministry of Education Northern Nigeria, the Local Education Authorities Ilorin province and the school headmasters, for allowing me to do the study in Nigeria and giving me their full cooperation; and

The Labour Officers, Federal Ministry of Labour, Ilorin Province and Kaduna, for providing some of the statistics used in this study.

My wife, Victoria Folake, deserves many thanks for her patience, encouragement and full cooperation badly needed during the study.

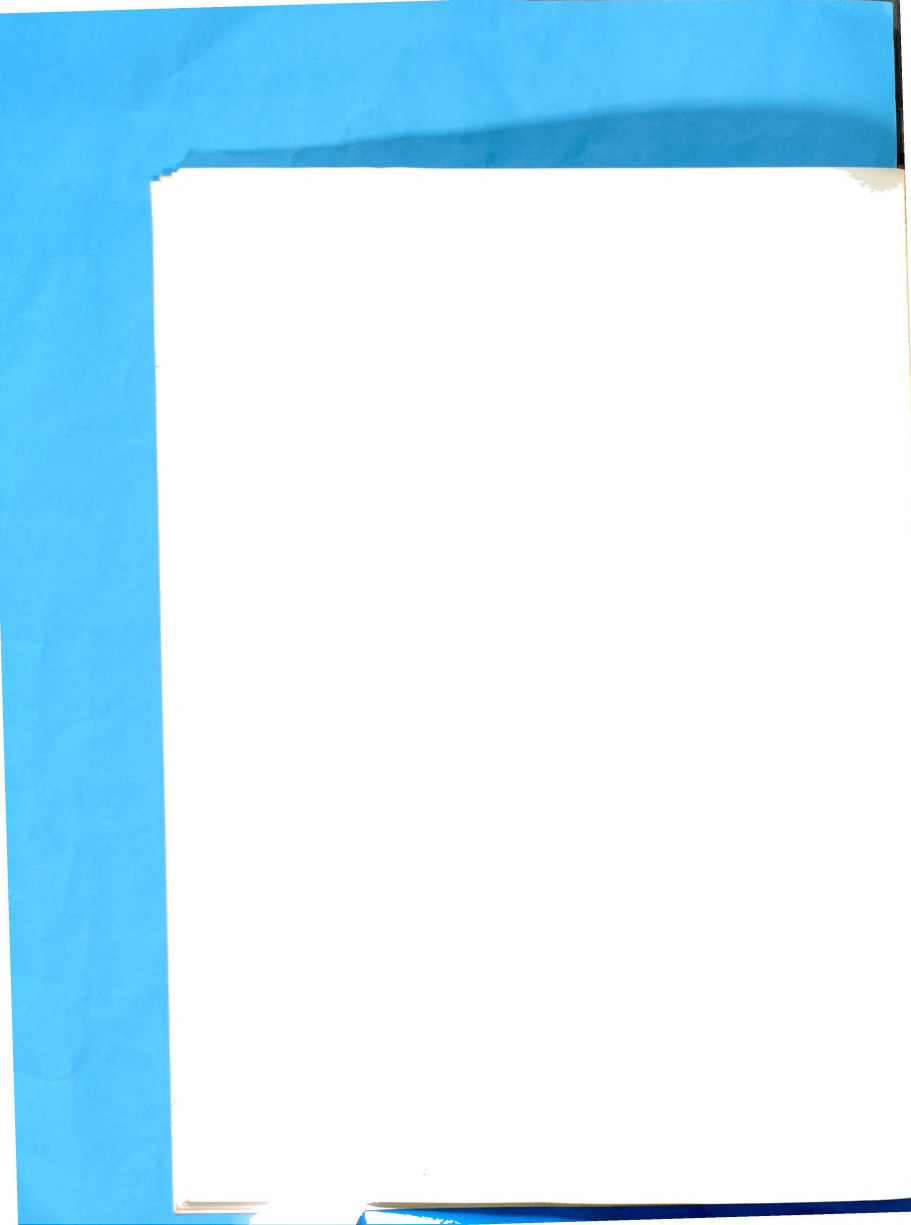


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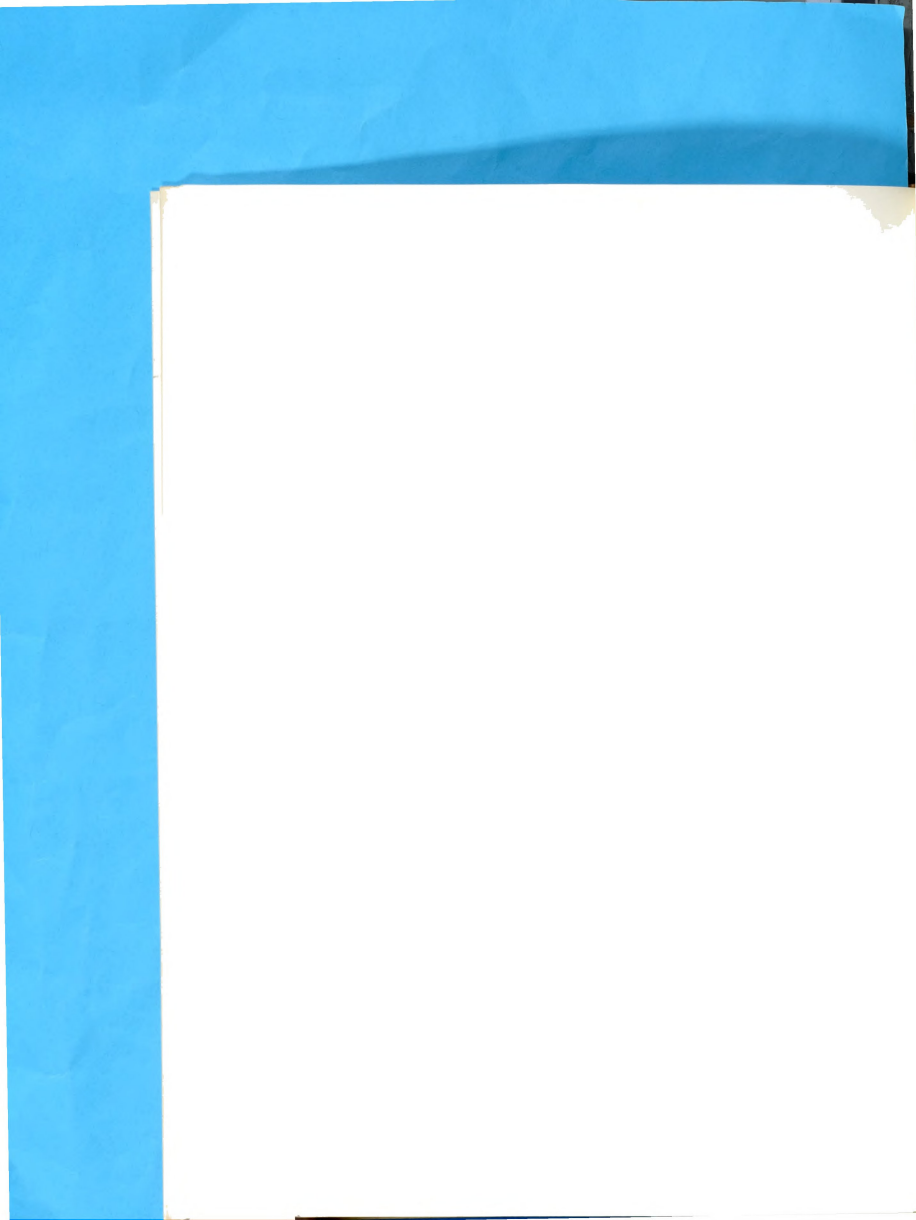


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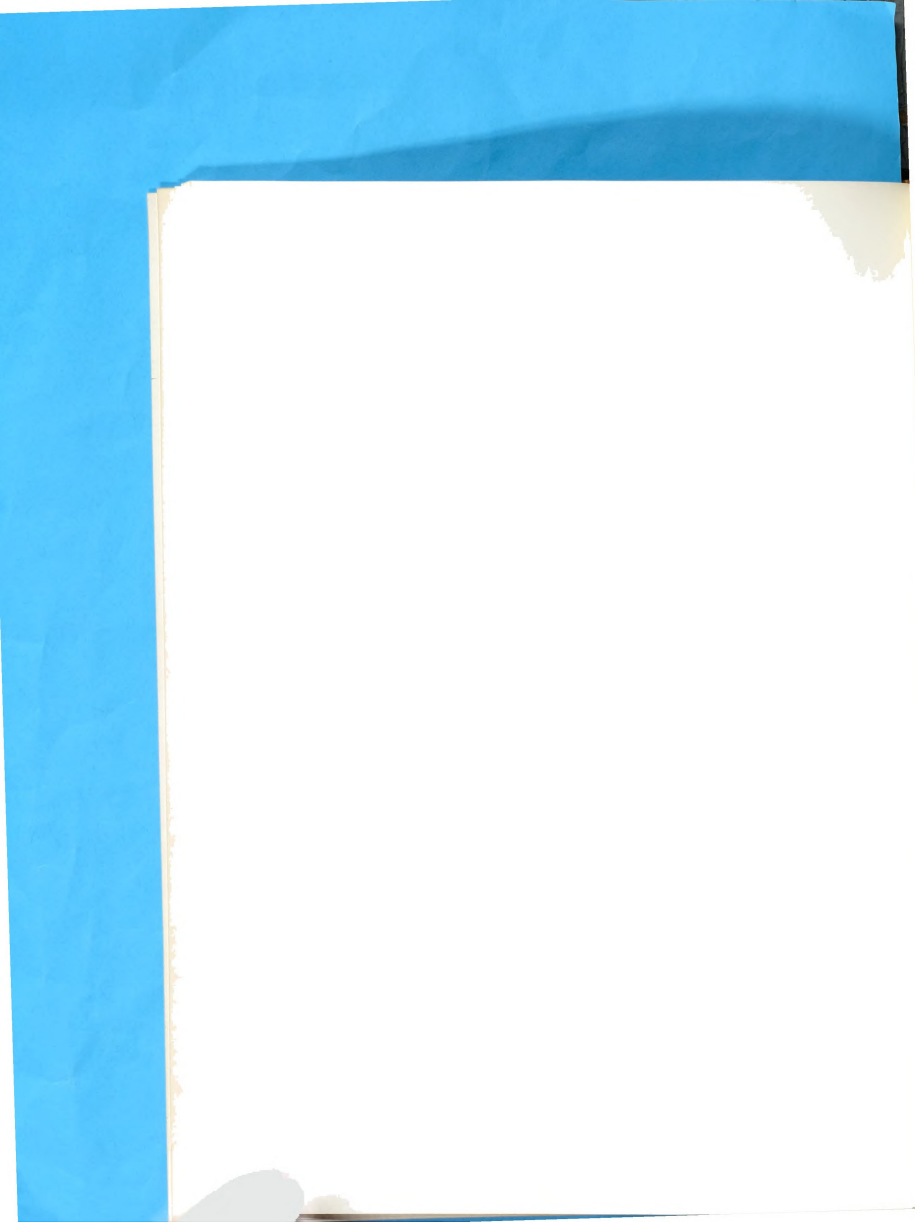


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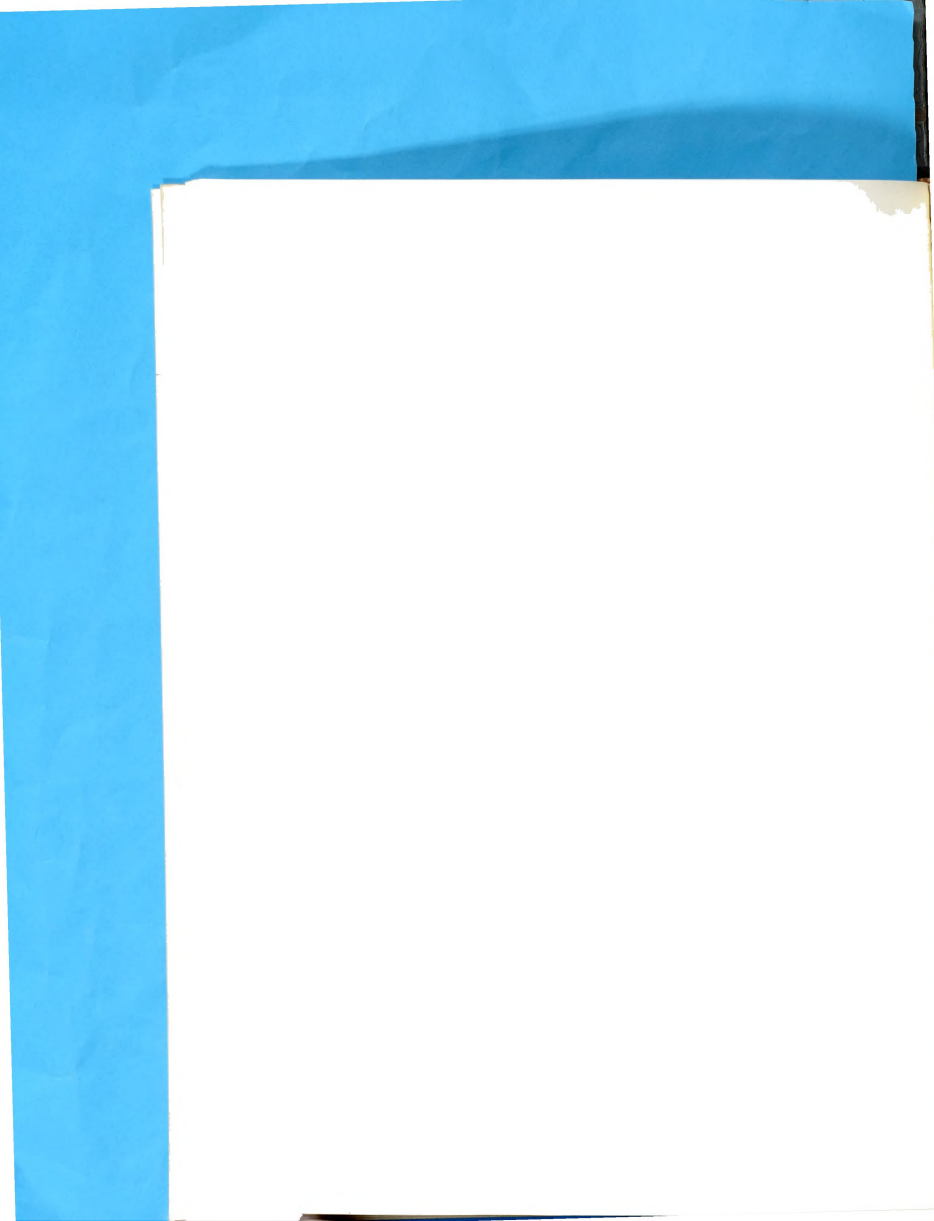


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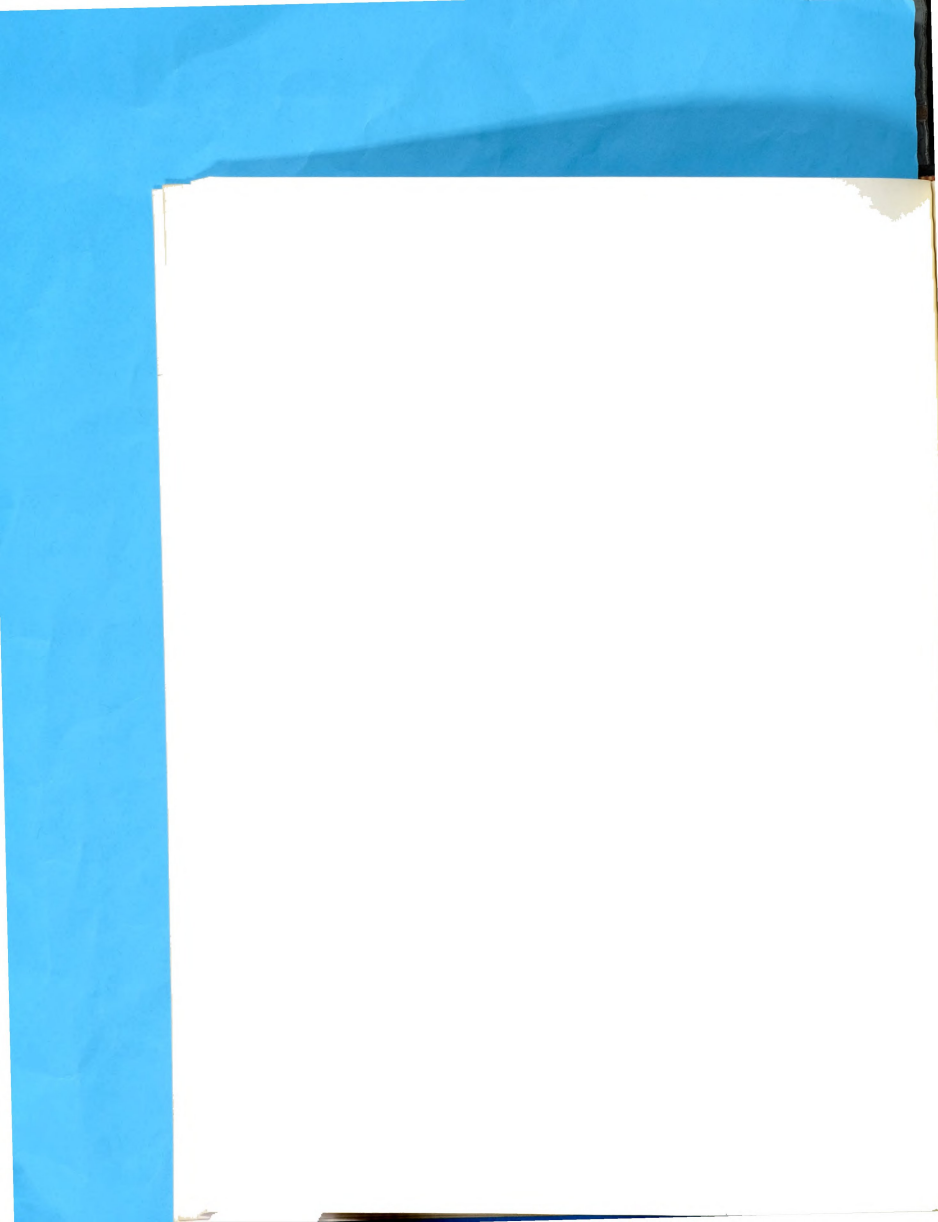
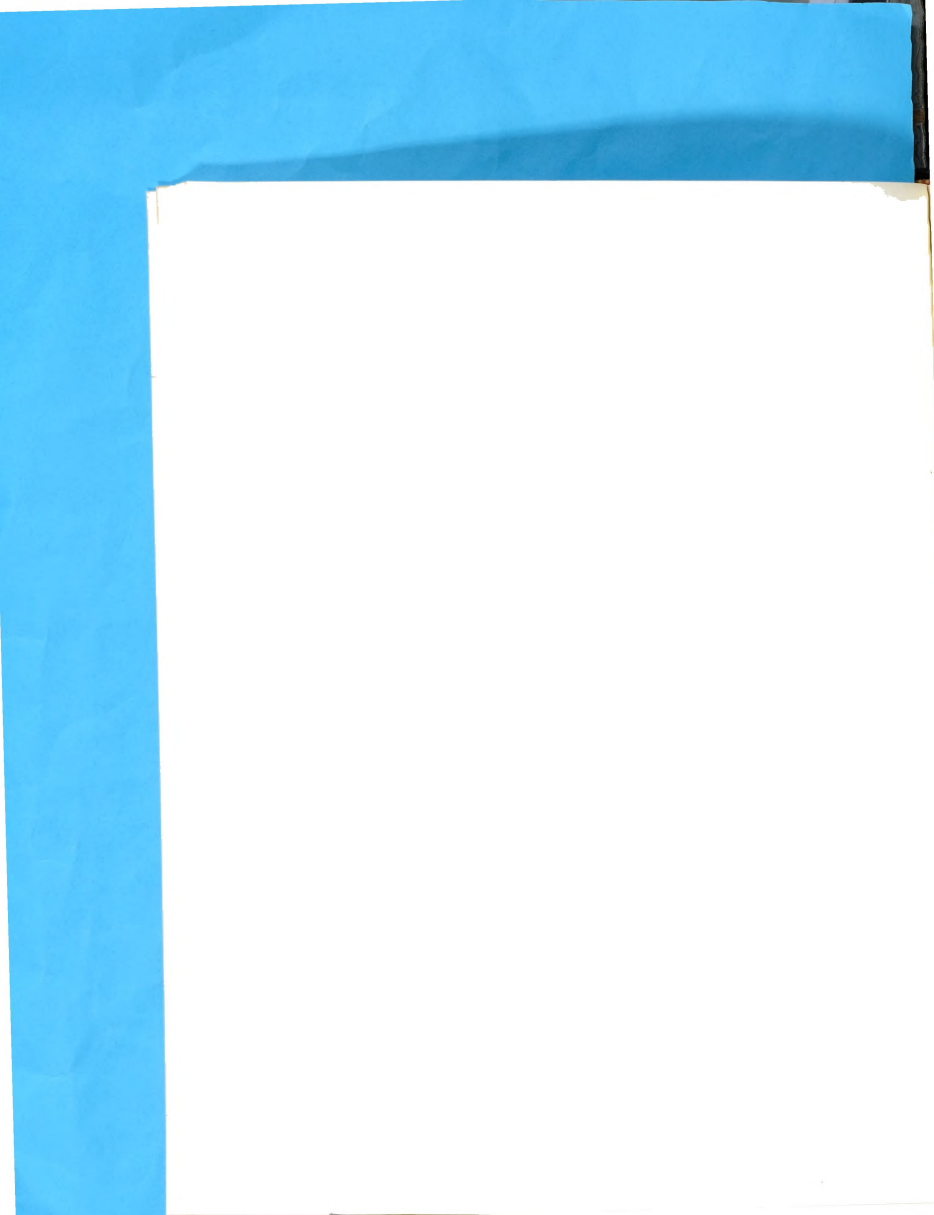


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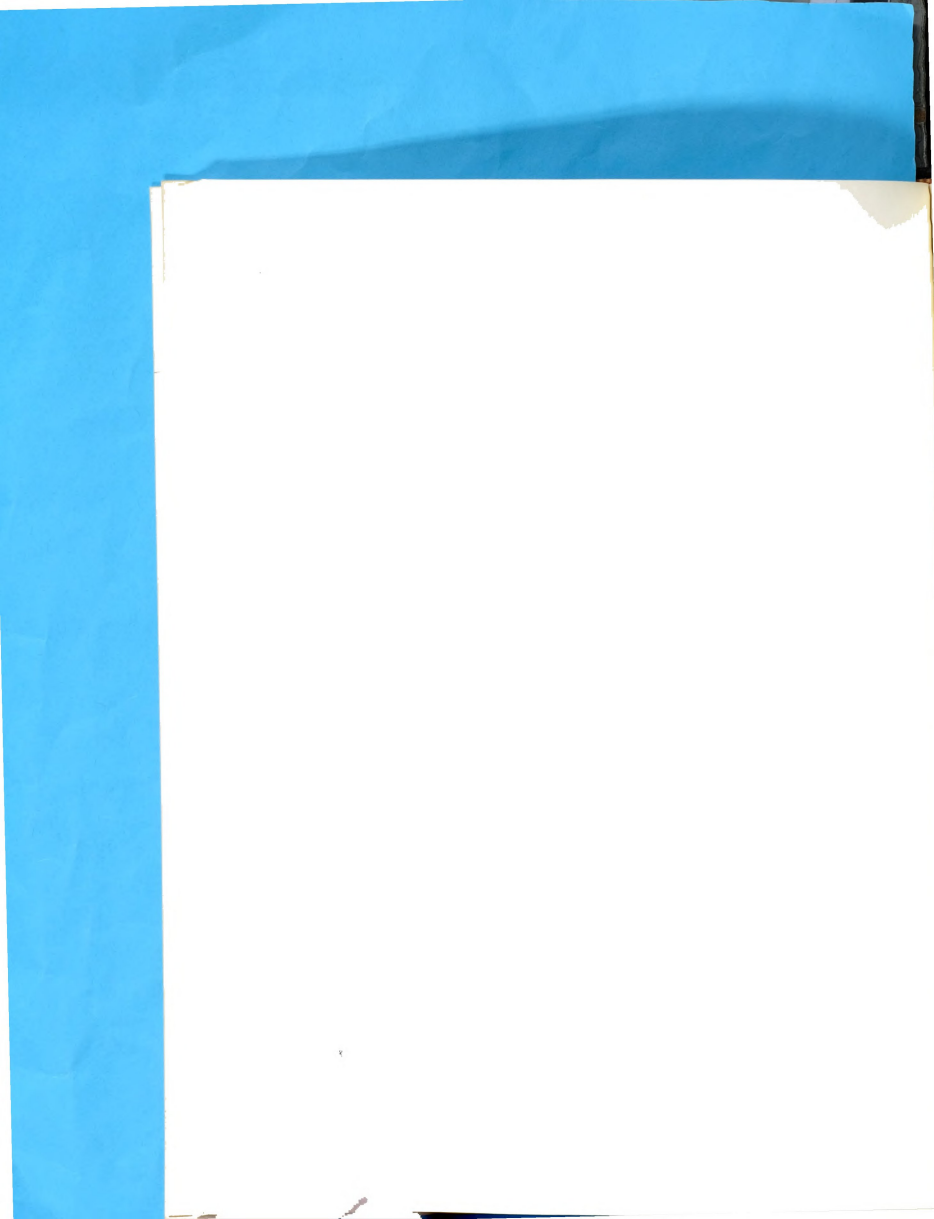
CHAPTER I

INTRODUCTION OF THE STUDY

The Problem

Studies show that sociological factors may influence occupational choice in two ways. One is through immediate social contacts such as family and friends. Another way is through the cultural background of an individual. Education and religion are good examples of cultural factors.

Among the educational variables is the Primary School program. The Primary School may be called a community within the framework of a society. Children who attend primary school or have graduated from primary school seem to go through similar experiences which build up their aspirations. They seem to learn certain behaviours through community interaction. A child who attends or has attended primary school may or might have learned a better way of communication than the "natural-oral" method. In the same way his thinking may or might have been changed about how he perceives the world around him.



In developing countries, the primary school seems to be an important factor which helps to build occupational aspirations and expectations of young people. Sometimes these aspirations and expectations go well beyond the opportunities which the social setting provides.

Thus, this study was designed to collect information on the influence of primary education on occupational aspirations, occupational expectations, and occupational status as viewed by rural and urban pupils and graduates in Ilorin Province, Nigeria, to find out the influence of maturity and school location on these views, and to glean pupils' suggestions for improving the school programs. The problem is: How can school programs be made more relevant to the needs of the primary school child?

The study is based on two assumptions. One is that school curriculums relevant to the needs of society should help the individual to know the kind of jobs available, to know the kind of job he would really like to do in life and, if he is employed, the curriculum should help him in his present occupational status. The other assumption is that maturity influences occupational aspirations and expectations. Occupational aspirations and expectations formed as a result of formal education (as educators suggest) may change with maturity. Therefore information was collected to study:



- a. the influence of primary school experiences on occupational aspirations and expectations,
- b. graduates' own perception of the kinds of primary school experiences which have been most helpful in their work, and
- c. whether occupational aspirations and expectations formed in school change as a result of maturity.

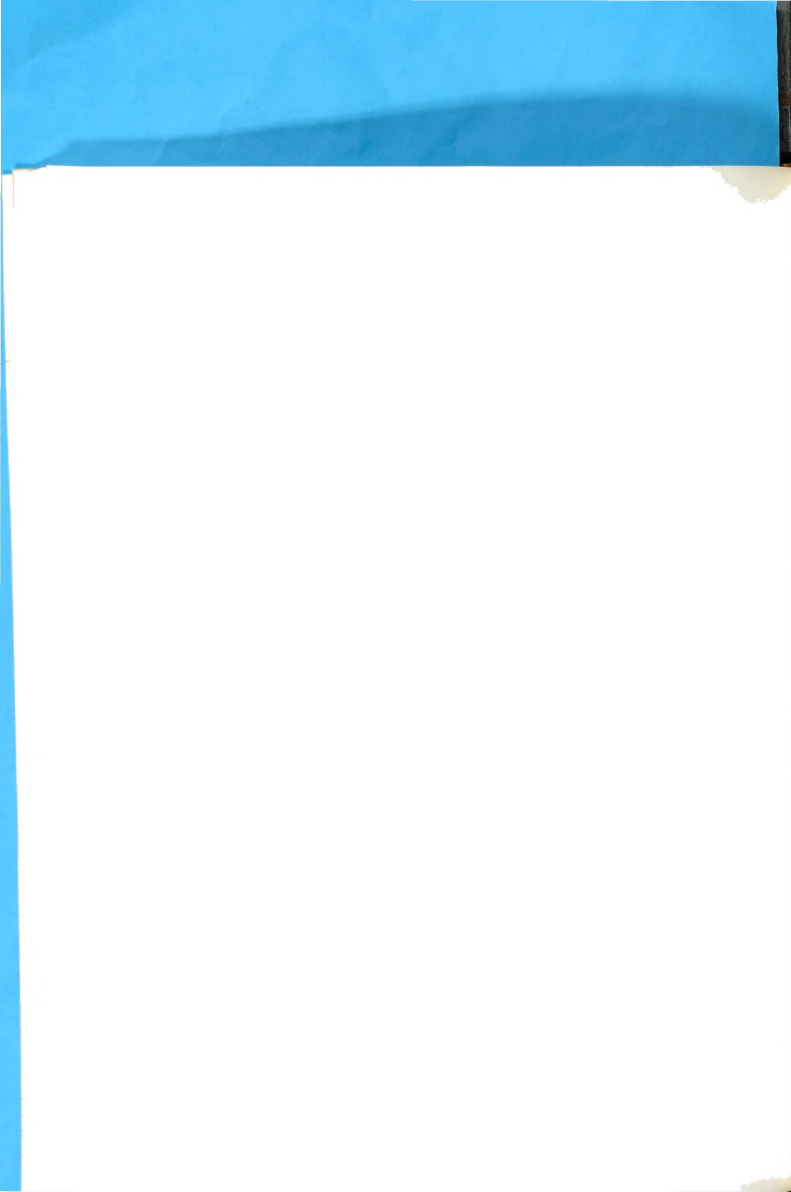
The belief that information which explores the relationship between formal education and wholesome attitude toward work is needed for educational planning necessitates a study of this kind in Nigeria today.¹ No one doubts the fact that curriculums of an institution should be relevant to the needs of society;² however, ninety percent of school graduates are looking for jobs yearly.³ Their attitude of looking for white collar jobs is believed to be moulded by formal education.⁴ Nevertheless, educational planning for relevance

¹John W. Hanson and C. S. Brembeck (eds.), Education and the Development of Nations (New York: Holt, Rinehart, and Winston, 1966), pp. 34-37.

²Hanson, *op. cit.*, pp. 12-22.

³White Paper on Educational Development in Northern Nigeria (Kaduna: Government Printer, 1961), pp. 1-3.

⁴L. J. Lewis, Society, School and Progress in Nigeria (New York: Pergamon Press, 1965), pp. 15 and 160.



is, unfortunately, considered too often without any reference to the learners' views, desires, and decisions.

The main problem is broken down to nine questions called the specific objectives. They are as follows:

1. Do pupils view primary education as the strongest factor affecting their aspirations for white collar jobs?
2. Do pupils view primary education as the strongest factor affecting their expectations for white collar jobs?
3. Do primary school graduates view primary education as the strongest factor affecting their aspirations for white collar jobs?
4. Do primary school graduates view primary education as the strongest factor affecting their expectations for white collar jobs?⁵
5. Do occupational expectations and aspirations of pupils change after a lapse of three years?
6. Does the geographical location of school affect occupational aspirations and expectations of pupils and graduates?

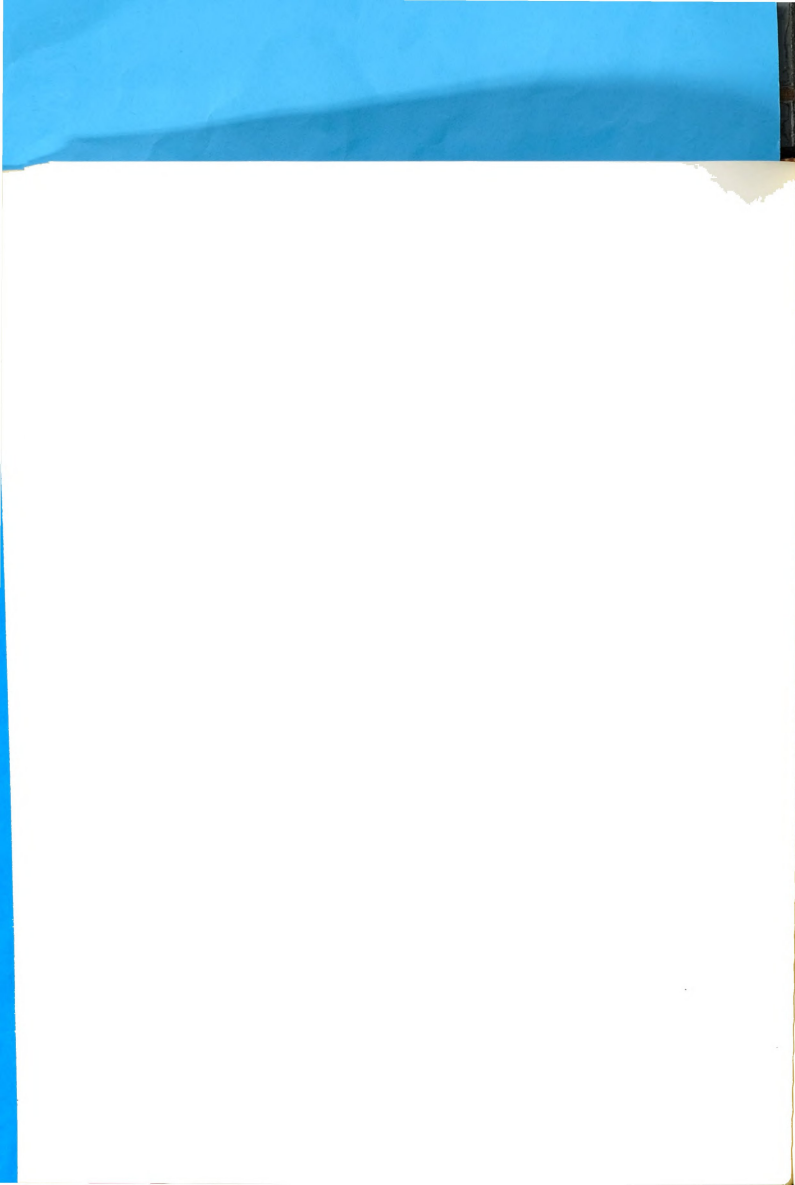
⁵ The difference between occupational aspirations and expectations is that one does not necessarily expect that every job that one would like to do if anything were possible would be available to him. Reasons will be mentioned later in the Introduction.

7. How do all respondents view the role of primary school as affecting their choice of white collar jobs?
8. Do primary pupils and graduates think occupational information would make any difference to their present occupational status, expectations, and occupational aspirations?
9. What do pupils and graduates say about improving the school programs?

Hypotheses

In finding solutions to the problem, the following hypotheses were to be tested with t-values distribution (pre-test) and F-values distribution (main study).

1. Pupils view primary education as a strong factor affecting their occupational expectations for white collar jobs.
2. Graduates view primary school programs as a strong factor affecting their occupational expectations for white collar jobs.
3. Pupils view primary school programs as a strong factor affecting their aspirations for white collar jobs.



4. Graduates view primary school programs as a strong factor affecting their aspirations for white collar jobs.
5. Occupations expected and aspired to because of primary education by 1967 pupils differ significantly from occupations expected and aspired to by 1964 graduates.
6. Rural pupils and graduates expect and aspire to more white collar jobs because of primary education than urban pupils and graduates.
7. Pupils and graduates from rural and urban schools view primary education as the strongest factor affecting their choice of white collar jobs.

Social Setting

The following statements illustrate how society may influence the desires and decisions to choose a job. Hoppock states that the cultural pattern of the "social group in which a person is reared and with which he identifies himself helps to determine his occupational choice."⁶ He illustrates his point with the case of an employee who does not qualify for a job only because of his racial or religious background. Sometimes family associations may be the only way to get

⁶Robert Hoppock, Occupational Information, Where to Get It and How to Use It in Counseling and Teaching (New York: McGraw Hill, 1957), pp. 58-79.



social contacts and skills needed to qualify for a job, according to the author.

The "Exclusion-Acceptance" theory of Hoppock helps to show how it is possible to aspire to a job and yet the individual who aspires to the job cannot expect to do the job; it is unavailable to the individual because of some social problems.

Ginzberg and others attempted to formulate a theory on occupational choice.⁷ In describing their study they mention three ways in which occupational choice may not be possible. These are described in terms of cultural differentiation. There is no occupational choice in:

- a. primitive societies where labour is based on sex and status,
- b. countries where stable caste systems would compel sons to follow in the footsteps of their fathers, and
- c. the Estate System of the Middle Ages where serfs had little freedom or none to choose the jobs they might aspire to.⁸

Studies made by Rosenberg on occupation and values throw some light on the relationship between occupational aspirations and expectations and social setting. He found that women generally aspire

⁷Eli Ginzberg, et al., Occupational Choice, An Approach to A General Theory (New York: Columbia University Press, 1963), pp. 1-20.

⁸Ibid.



to different occupations than men. While women are "people-oriented" in their choices, men are "reward-oriented." Students studied showed that individuals with wealthy family background tend to aspire to or expect private profession or business opportunities. The poorer the student, the more he gravitates toward salaried professions.⁹

All of these studies and many like them have one thing in common. They reflect the idea that occupational aspirations and expectations affect both the individual and the society.¹⁰

Impact of Primary School on Occupational Aspirations and Expectations

It has been mentioned earlier that primary school is a community within the framework of a society. Children who attend primary school or have graduated from primary school seem to go through similar experiences which build up their aspirations. They seem to learn certain behaviours through community interaction. A child who attends or has attended primary school may or might have learned a better way of communication than the "natural-oral-method." In the same way his thinking may or might have been changed about how he perceives the world around him. Thus in developing countries the primary

⁹ Morris Rosenberg, Occupation and Values (Illinois: The Free Press Glencoe, 1957), pp. 48-61.

¹⁰ Ibid.

school seems to be an important factor which helps to build occupational aspirations and expectations of young people. But sometimes these aspirations and expectations go well beyond the opportunities which the social setting provides. For example, whether in Ecuador, or Pakistan, or "high in the hills above Bujumbura in the very heart of Central Africa" primary school children tend to look for white collar jobs.¹¹

In Nigeria problems of primary school graduates with regard to unemployment are believed to be the outcrop of formal education. Hanson describes these problems in detail in his monograph: Imagination and Hallucination in African Education.¹²

Calcott also wrote: "Some of the problems of unemployment in Western Nigeria are an unfortunate side effect of the development of education."¹³

Current literature on African education strongly suggests that unrealistic occupational aspirations and expectations of primary

¹¹ John W. Hanson, Imagination and Hallucination in African Education (East Lansing: Michigan State University Press, 1966), p. 1.

¹² Ibid., 55 pages.

¹³ D. Calcott, Interim Report of International Labour Office (Ibadan: Government Printer, 1967), pp. 1-4.

school pupils and graduates are caused by primary education.¹⁴ However, studies seem to indicate that such a conclusion and generalization would be too hasty and even be incorrect because there are many variables and intervening variables which interact in the process of making decisions on jobs that one would expect or like to do.¹⁵ One should be aware that though primary education may have had undesirable impact on occupational aspirations and expectations, it may have been useful to many graduates in deciding their life career.

Ilorin City

At the time of writing, Ilorin is the seventh largest province in Nigeria. There were twelve provinces in the former Northern Region of Nigeria, now divided into six states:

¹⁴A. Callaway, School Leavers and the Developing Economy of Nigeria (Ibadan: Nigerian Institute of Social and Economic Research, 1960), pp. 1-16. See also "Ghana Looks to Youth," West African Review, Vol. 32, No. 401, pp. 24-37; Ken Post, The New States of West Africa (Great Britain: C. Nicholas and Co., Ltd., 1964); and Jonathan Silvey, "Unwillingly from School: The Occupational Attitude of Secondary School Leavers in Uganda," a paper delivered to the African Studies Association of the United Kingdom Conference "Education in Africa," University of Sussex, September 16th-19th, 1968.

¹⁵Ginzberg et al., op. cit., pp. 1-14.

1. The North East State--comprising Adamawa, Bauchi, Bornu, Sardauna provinces,
2. The Benue-Plateau State--comprising Benue and Plateau provinces,
3. The Kwara State--comprising Ilorin and Kabba provinces,
4. The Kano State,
5. The North West State--comprising Niger and Sokoto provinces, and
6. The North Central State--comprising Katsina and Zaria provinces and the Kaduna Capital Territory.

Ilorin province cuts Nigeria into two parts; it tapers south-eastwards from the western border of Nigeria, and it is located roughly in the valley of the Niger River, lying within the seventh and the tenth parallels.

Ilorin people are sometimes called the Northern Yorubas; however, the aborigines are the Fulani people. Ilorin City, the headquarters for Kwara State, is cosmopolitan. Like any other big city in Nigeria it is a melting pot of different tribes. Yoruba is the language of the street. English is the official language. Ilorin is governed by an Emir, the traditional head, who is now under a military governor.

The attitude of Ilorin illiterates is apparently shaped by their religious beliefs, dress, and customs. The Moslems wear white flowing robes. They seem to show an attitude of easy-going life, a carefree gait and movement of the body. In contrast, the literates

and those who had been influenced by the Western culture seem to have a more accelerated tempo. Their clothing is tighter and their occupational attitude is that of active, industrious life. It is assumed, however, that there are shades of differences between these two extremes.

Important cities in Ilorin province are Offa, an Igbomina city to the south, and Jebba, one of the most famous commercial centres on the Niger River.

Ilorin province is growing fast industrially. Banks, factories, and modern shopping centres are outgrowths of recent economic developments. Ilorin schools were under the control of the former Northern Region Ministry of Education. After the division of the region into states, Nigerian education has become state controlled.

Sponsors of primary schools were the Local Authority and Voluntary Agencies, largely missions. Private groups and individuals sometimes opened institutions to serve a local need. At present all primary schools have been transferred into the hands of the Local Education Authority. The following figures^{16, 17} give interesting

¹⁶ Nigeria Yearbook, 1968 (Lagos: Daily Times Press, 1968), pp. 1-10. See Appendix B also.

¹⁷ Planning and Development Division, Ministry of Education Kaduna: Classes, Enrollments and Teachers (Kaduna: Government Printer, 1964).

TABLE 1.1

NUMBER OF EDUCATIONAL INSTITUTIONS
IN ILORIN PROVINCE, 1968

Primary School	Teacher Training College	Secondary School	Technical Training School	Craft School
236	5	15	1	1

TABLE 1.2

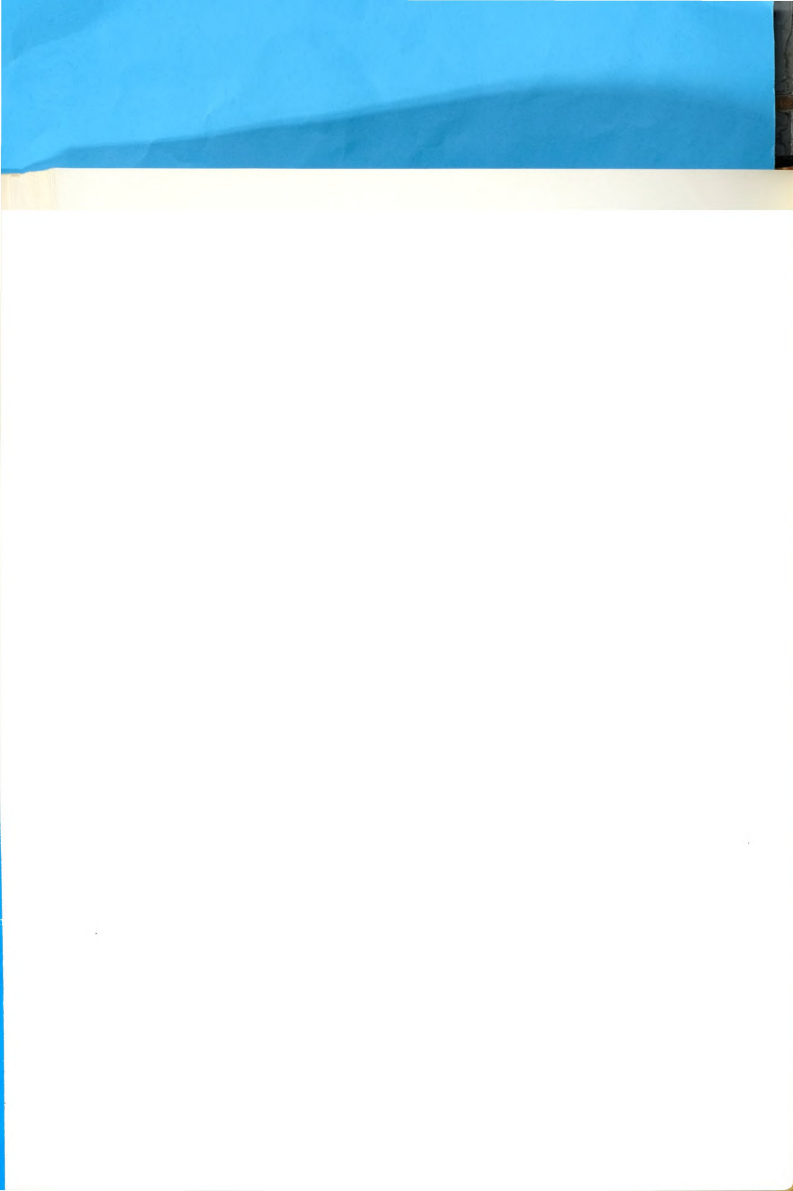
MISCELLANEOUS EDUCATIONAL STATISTICS, 1967-1968,
ILORIN PROVINCE

Total Number of Primary School Teachers	Total Number of Primary School Pupils	Total Number of Primary 7 Classes
1,735	49,144	187

TABLE 1.3

PROVINCES WITH THE LARGEST PRIMARY SCHOOL
ENROLLMENT IN NORTHERN NIGERIA

Province	Enrollment
Benue (Benue Plateau)	76,915
Kabba (Kwara)	62,950
Ilorin (Kwara)	49,144



note on how Kwara State compares with some of the other states in Nigeria. They show the number of available educational institutions in the province.

The population of Kwara State is 2,399,365. It ranks tenth among the twelve states in Nigeria. The area is 28,672 square miles and ranks fifth among the states.

The total sample of the study consists of public primary school pupils and graduates in rural and urban areas in Ilorin province. The growing number of local labour markets and a variety of governmental, business, and manufacturing enterprises from which primary school graduates can seek employment are occupational opportunities for primary school graduates, but these opportunities are limited in light of the increasing population of young people looking for jobs. Sugar and match manufacturing industries have attracted primary school graduates since their establishment after 1960. Commercial firms such as the United African Company use some graduates for unskilled labour.

Significance of the Study

This study is significant for the following reasons:

1. One of the basic goals of education in Northern Nigeria is to prepare young people for the occupation of their choice. While

it may seem that this is not the major goal of primary education, over eighty percent of primary school graduates are forced to decide what jobs they would do at the end of their primary education. Up to now few educators responsible for education planning have provided any program that can assist the graduate either to find employment or provide adequate information on job opportunities.¹⁸ This study is expected to increase knowledge of planning programs which can help pupils in their occupational choice.

2. The Northern Nigeria White Paper on Educational Planning¹⁹ (1961) speculates that ten percent of primary school graduates will go to secondary schools by 1970. The speculation was based on the Ashby Report²⁰ (1960). What will happen to the remaining ninety percent who do not go to secondary school, teacher training or any other institution of learning? Suppose, perchance, twenty or thirty percent find their way into further training; the remaining number of graduates constitutes too large a percentage of the segment of society to be left to fate. They will be faced with decision making which may

¹⁸Letter from the Secretary, Institute of Education, A.B.U., Nigeria--See Appendix A.

¹⁹Northern Nigeria White Paper, op. cit., p. 3.

²⁰Ashby et al., Investment in Education--The Report of the Commission on Post School Certificate and Higher Education in Nigeria (Lagos: Federal Government Printer, 1960), pp. 1-15.

be influenced not only by immediate occupational opportunities, experience, and a welter of precarious circumstances, but also by their past formal educational opportunities such as the kind of teachers they have had, the kind of school subjects studied and the counseling programs they have had. It is expected that suggestions to be made on occupational information in this study will help the "wandering-nineties"--about 90% who complete primary education but cannot further their formal training--to be more realistic in their occupational aspirations and expectations than they are.

3. The Nigerian Federal Government statistics²¹ (1964) show clearly that by 1970 Ilorin primary school will turn out over 3,000 citizens who will be faced with employment decisions annually. Should the government be concerned about planning the kind of curriculum which will extend the present scope or add innovative ideas on job expectations? The question has bothered some Nigerian educators such as Ogunseye, who suggests an additional or eighth year of study for primary children, for pre-vocational education.²² This study

²¹ Statistics, 1964 (Lagos: Federal Government Printer, 1964), pp. 10-135.

²² Ayo Ogunseye, Manpower Problems in Economic Development: Integrating Manpower with General Planning. A paper submitted to the international seminar on manpower problems held in Lagos, Nigeria, from March 2nd-13th, 1964. (Memo No. 14, Michigan State University Library: International Labour Review documents).

helps in deciding what is needed in the primary school curriculum based on post primary school experiences.

4. In one of his recent articles Callaway remarks, "the rate at which young people are leaving school and seeking work continuously outpaces the capacity of the economics to provide employment outside farming."²³ It is a well known fact that the school population is increasing annually. Callaway suggests that something ought to be done to create employment for school leavers. If schools are not in the position to create jobs for primary school graduates, schools can help them to have realistic job aspirations and expectations. Apparently no one knows all the major factors that influence primary school graduates' occupational aspirations and expectations. Probably if the factors were known, educators would be able to plan job counseling in primary schools more effectively, especially in developing countries. Every effort should be made to determine what school pupils and graduates view as affecting their occupational aspirations and expectations because their success or failure in life may largely depend on their occupational choice.²⁴ This study helps

²³ C. A. Callaway, "Nigeria's Indigenous Education: The Apprentices System," *Odu*, Vol. 1, No. 1 (Ibadan: Oxford University Press, 1964), pp. 1-16.

²⁴ Willa Norris, *Occupational Information in the Elementary School* (Chicago: Science Research Associates, Inc., 1963), pp. 1-20.

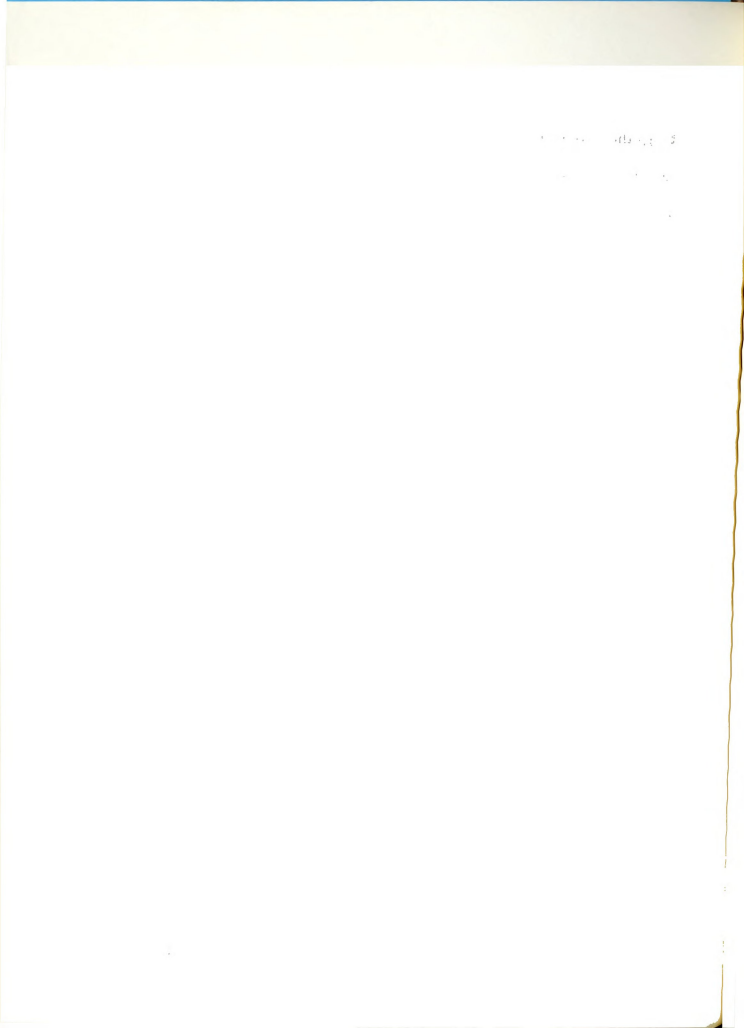
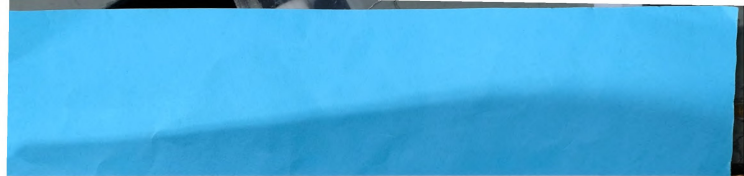


to gather some information on what primary school curriculum pupils and graduates perceive as playing an important role in determining their occupational choice.

✓ 5. Some educators criticize the school curriculum as being irrelevant to the needs of Nigerian society. The first step towards investigating these needs might be to find out from graduates things which they missed or gained in their formal education. Others challenge that the major problem of African education is lack of curriculum innovations from the Africans themselves. Most educators will also agree that it is high time for curriculum change and innovations.²⁵ This study considers strongly some of the needs of Nigerian society, on the one hand, and the elementary school program, on the other. It has attempted to find ways by which the school programs could be more relevant to the needs of Nigerian society.

6. Apparently indifferent attitudes on the part of the government and educators towards properly organized job counseling in schools, considering all occupational decisions which graduates must make, is sufficient reason to find out what the effects of lack of job counseling in schools are on primary school graduates. This study prepares the way for effective job counseling in schools.

²⁵ See Chapter II for illustrations.



7. As yet no one can answer the question: If the Nigerian government decides to provide correspondence courses for graduates, would they be willing to take such courses? It is believed that some graduates spend much time and money on these courses on their own. To what extent does this affect their job expectations? This study attempts to explore respondents' use of time and the amount of informal training they have.

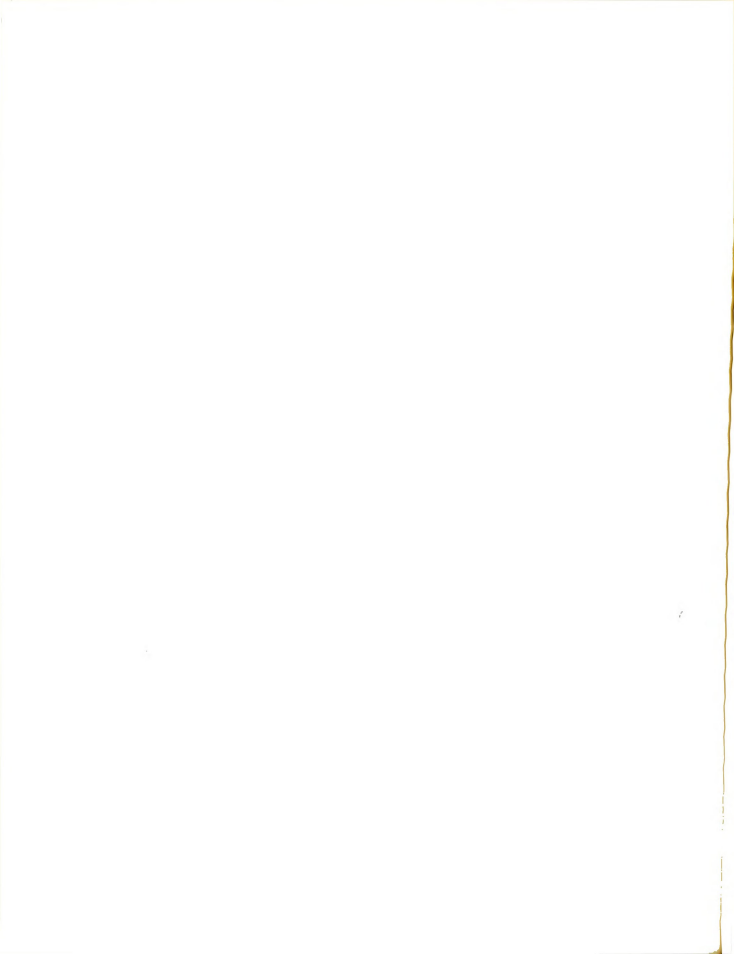
8. Lewis²⁶ (1965) probably suggests the best reason for this study. He indicates the necessity for collecting information of local situations and circumstances for the curriculum. Here the study is making an effective contribution with data on relevant information for curriculum improvement.

9. McQueen's study of Eastern and Western Nigeria primary and secondary school leavers' aspirations is the best correlate to this research. Unfortunately, results of his study have not yet been published in full. In his preliminary report he remarks:

It is not uncommon for writers on economic problems to take the position that in a large measure school leavers create their own plight by preoccupying themselves with the pursuit of higher status professional and white collar jobs and resist the numerous opportunities for unskilled manual work and farming. . . . Is this a valid interpretation of school leavers' outlook?²⁷

²⁶ L. J. Lewis, Society, Schools and Progress in Nigeria (London: University Institute of Education, 1965), pp. 1-20.

²⁷ A. J. McQueen, "Aspirations and Problems of Nigerian School Leavers," International Labour Institute Bulletin, XII (Feb., 1965), pp. 35-43.



The statement once again supports the fact that no one seems to know "whether youth harbour unrealistic and inflated ideas about the status positions in society that their limited education qualifies them for."²⁸

10. The information which often comes from educators that the employment of school leavers is affected by the impact of education²⁹ needs serious consideration. This study has played a significant role in this respect.

Limitations

1. Boys only were studied. It would be too difficult to interview girls and get appreciable results because of the high emotional tension caused by the civil war at the time of study. Parents might influence girls not to respond desirably. Even if the country were in a peaceful state, it would take a trained lady or girl to do individual private interviewing of girls in order to avoid cultural conflict.
2. The sample comprises Northern Yorubas and the Nupes only.
3. Graduates not found were replaced by selecting other names through the medium of a table of random numbers.

²⁸ Ibid.

²⁹ A. J. Callaway, "Education in a Wider Perspective," *Nigerian Opinion*, III-IV (Ibadan: The Nigerian Current Affairs Press, December, 1967-January, 1968), pp. 267-271.

4. Only public schools in Ilorin province were used for the study.

Definition of Terms

Primary Education: refers to formal education received from assisted primary schools in Ilorin.

Primary School: is used as defined in the Education Law, 1962. Primary school means a school in which full time education suitable to the requirements of children who have attained the age of five years but who have not yet attained the age of fourteen years is given to not less than ten pupils.

Primary School Graduate: a person who completed only primary school education, with formal and/or informal training.

Occupational Status: the condition of being employed, unemployed, or underemployed.

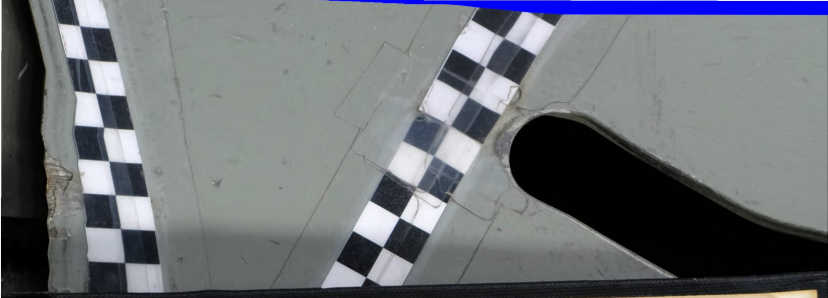
Employed Person: any one who works for himself or others and can live on his job without depending on others.

Voluntary Agency Schools:	are schools sponsored by individuals, missions, and moslems (parochial schools).
Native Authority Schools:	are schools sponsored through the public funds.
School Supervisor:	is a person in charge of the school curriculum, teaching effectiveness, and school administration.
White Collar Job Aspiration:	is the desire to be employed in office work or jobs that will not require rigorous physical exertion.
White Collar Job Expectation (WCJ):	is to anticipate office jobs available or any work available which will not require rigorous physical exertion.
PEC Units:	means different parts of the school curriculum, called Primary Education Curriculum Units in this study.
Underemployed Graduate:	is a graduate who is employed but partly depends on others for his living.
Occupational Expectation:	is the kind of work the subject <u>thinks he could do</u> five years from the time of interview.

Occupational Aspiration:	is the kind of work the subject <u>would like to do</u> five years from the time of interview if anything were possible.
Rural School:	is a school located in a rural town or village not regarded as a commercial centre and the population of which is less than 3,000.
Urban School:	is a school located in an urban area considered urban in Ilorin province, regarded as a civic or commercial centre for the district, with population over 3,000.
Socio-economic Level:	is the stratum of the society into which a person is placed according to his professional status and education.

Overview

The review of the literature which follows in Chapter II focusses on how school programs prepare a child for life. The development of questions used during the interview and the sampling techniques devised for gathering data are detailed in Chapter III. Following the study results reported in Chapter IV, conclusions reached and suggestions for further research are reported in Chapter V.



CHAPTER II

REVIEW OF THE LITERATURE

Introduction

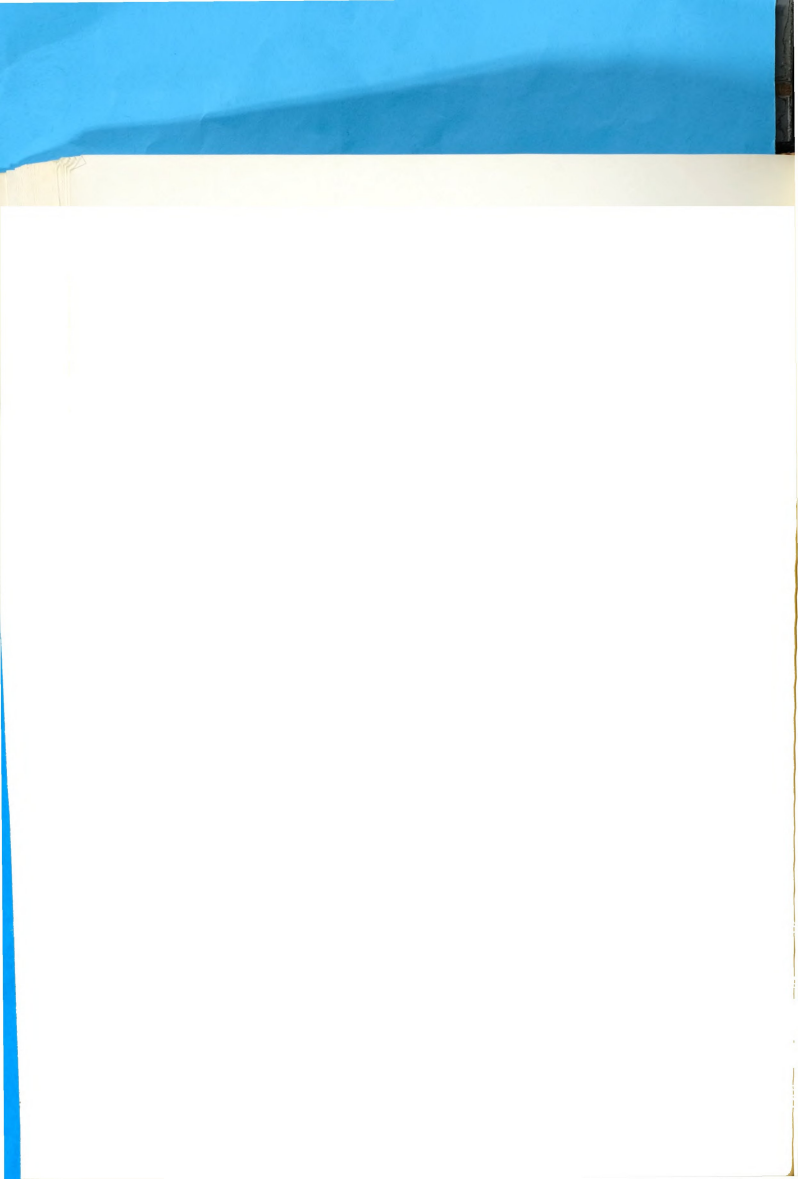
This study is an attempt to explore a way of making elementary school programs more relevant to the needs of primary school pupils and graduates in Nigeria.

Literature reviewed throws light upon authors' opinion regarding: (a) an historical perspective of curriculum relevance to life situations, (b) issues on curriculum relevance in Nigerian education, and (c) vocational guidance as a means of preparing the child for life in Nigeria and the United States.

Historical Perspective of Curriculum Relevance

The concept that school programs should prepare learners for life could be dated almost as far back as the inception of formal learning in public schools.¹ The curriculums of the first institutions

¹Luella Cole, A History of Education (New York: Rinehart and Co., 1950), 700 pages.



of learning in Europe, America, and Nigeria were those that prepared students for needed realistic life situations; in the United States, to become clergymen,² and in Nigeria, to become either clergymen or assistants to those employed in the civil service.³

Dewey spent perhaps most of his life in thinking that school programs could not be separated from school children's lives. According to Dewey, "the daily experiences of the child . . . and the subject matter of the classroom are the same thing." The preparation he makes in school or things he learns are part of his life-stream.⁴

Cubberly also believes that education for citizenship should be emphasized in the "formative years of the pupil's life."⁵

Forty-one years ago, Guy Whipple recorded a similar opinion viewing "a great need for comprehensive orientation of the relationship between school curriculum and the content of life."⁶

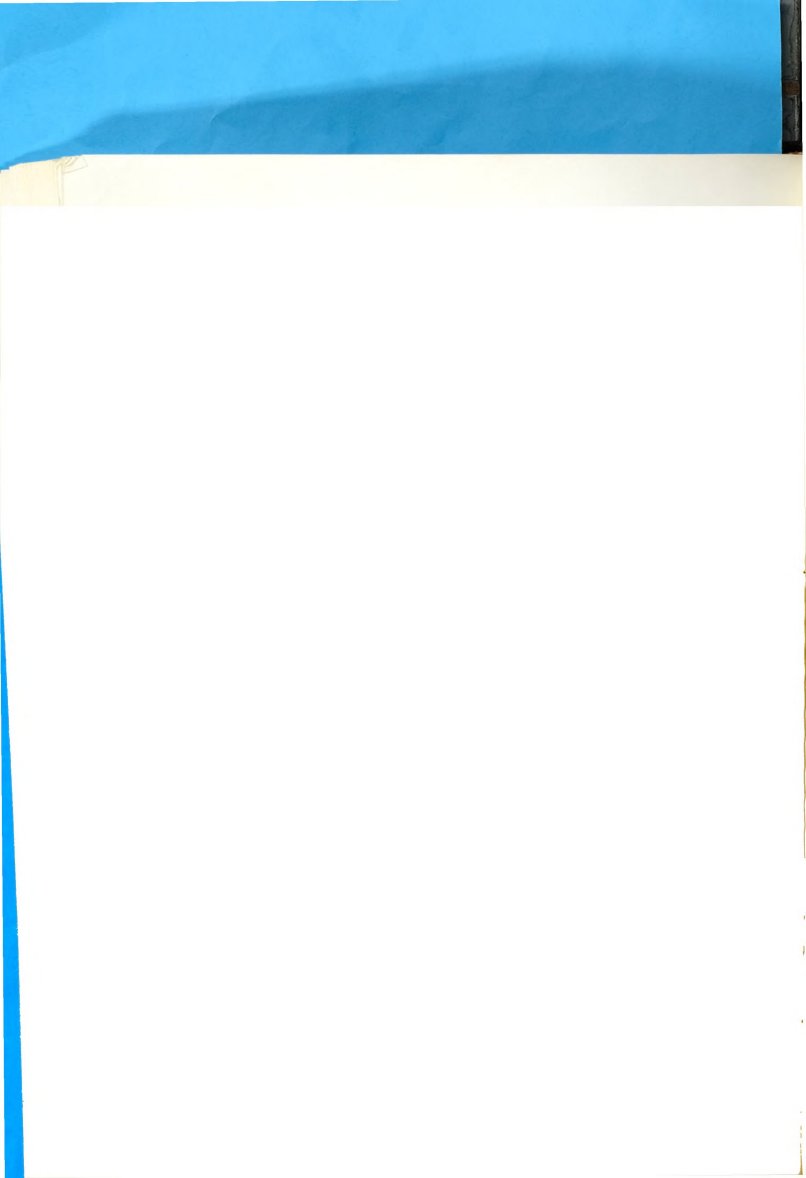
²E. P. Cubberley, An Introduction to the Study of Education (New York: Houghton Mifflin Co., 1926), pp. 1-5, 13-15.

³John Wilson, Education and Changing West African Culture (New York: Bureau of Publications, 1963), p. 22.

⁴John Dewey and Evelyn Dewey, Schools of Tomorrow (New York: E. P. Dutton & Co., 1915), p. 70.

⁵Cubberley, op. cit., p. 47.

⁶Guy Monstrose Whipple, (ed.), The Twenty-Sixth Yearbook of the N.S.S.E.: Curriculum Making Past and Present (Illinois, Public School Pub. Co., 1926), p. 7.



The new changes for progress described by Alfred de Grazia and David A. Sohn⁷ may represent the opinion of modern educators on current educational revolutions. These revolutions, which may be described as a way of preparing the child for life, are depicted as curriculum innovations by the authors.

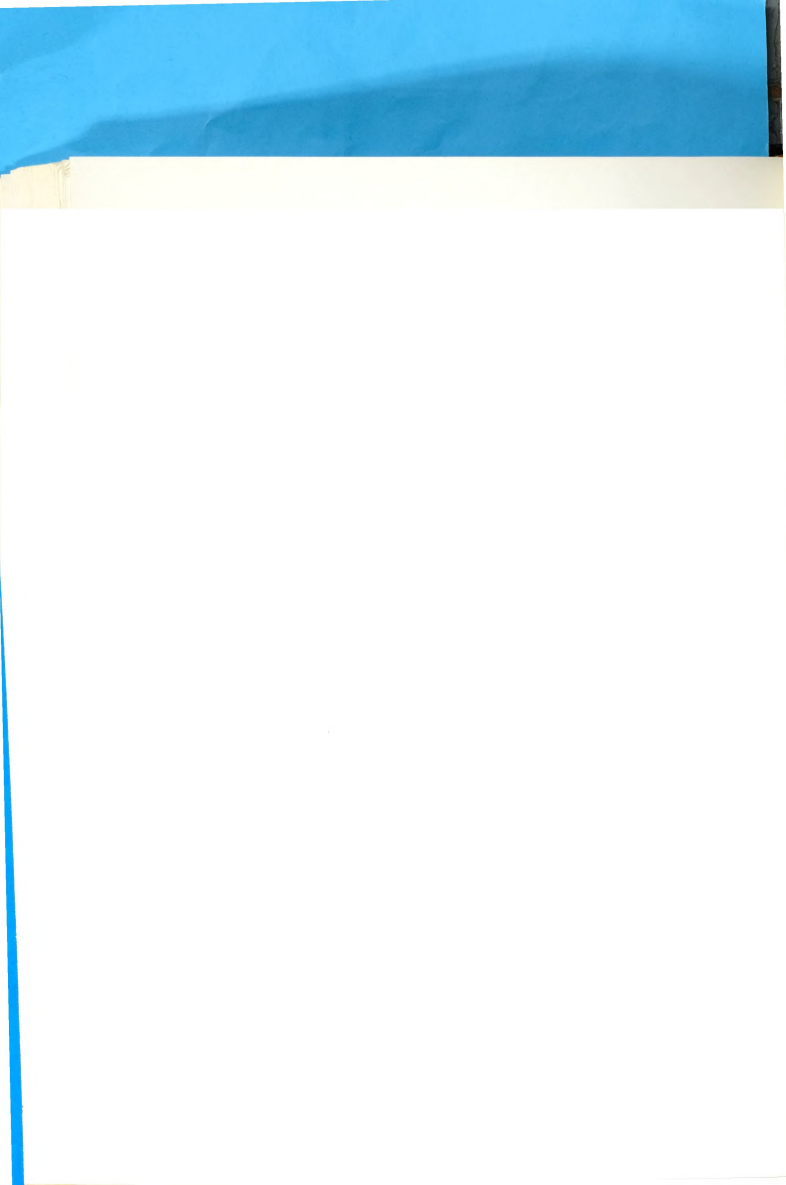
In order to make curriculum innovations relevant to the child's needs, Florence Stratemayer believes that "curriculum should relate immediate and persistent life situations built on knowledge of the learner to the learning process."⁸ Oliver⁹ points out that the teacher, the public, the administration and consultants as well as the pupil himself must be involved in curriculum planning, and a thorough understanding of the child is necessary according to Sadler.¹⁰ Probably the most important argument for giving any consideration to curriculum evaluation at all is to "make sense out of behavior of

⁷ Alfred de Grazia and David A. Sohn, Revolution in Teaching, New Theory, Technology and Curriculum (New York: Bantam Books, 1964).

⁸ Florence B. Stratemayer, Developing a Curriculum for Modern Living (New York: Columbia University, 1957), p. 140.

⁹ F. I. Oliver, Curriculum Improvement (New York: Dodd, Mead Co., 1948), p. 48.

¹⁰ J. E. Sadler, The West African Teacher's Guide (London: George Allen and Co., 1958), p. 65.



pupils"¹¹ in such a way that programs designed for them in school will be helpful to them when they graduate. Most modern authors agree that curriculum should be evaluated according to the need of pupils and society, primarily because what the child learns in school is expected to meet his needs especially in later life situations.¹²

Issues in Nigeria School Curriculums

Ford¹³ has pointed out that Nigeria school curriculums are not relevant to the new life situations created by modern developments in Nigeria.

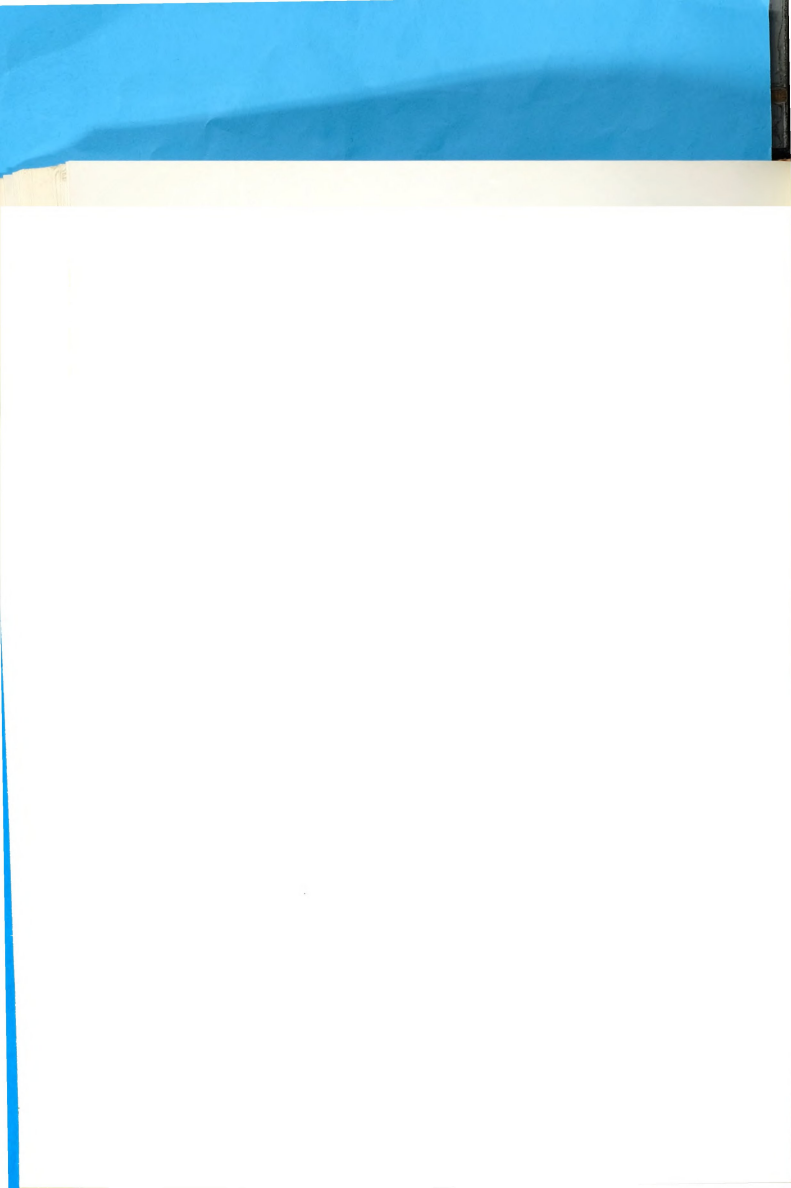
The root causes for such irrelevance and their effects on the society, as viewed by specialists, are explored in the paragraphs which follow.

Ken Post describes one of the causes of the irrelevant curriculums thus: "The educational systems which developed alongside

¹¹Paul E. Eiserer and Stephen M. Corey, Adapting the Secondary School Program to the Need of Youth: N. S. S. E. Yearbook (1927), p. 51.

¹²J. Galen Saylor, et al., Curriculum Planning for Better Teaching and Learning (New York: Rinehart & Co., Inc., 1955), p. 128.

¹³Edward A. Ford, "Letter from Nigeria," School Life, Vol. 46 (Nov., 1964), p. 5.



the economic structure during most of the colonial period were less adequate to meet the demands upon them [the society] ."¹⁴

In the colonial times educated persons did white collar jobs only, according to Stapleton.¹⁵ They were assistants to white colonists in administrative positions.¹⁶ Banjo¹⁷ agrees that such a historical accident has implanted the idea that an educated person should be employed in white collar jobs even in the minds of parents. The author describes the incentive of parents in sending their children to school thus:

Ask a parent why he sends his child to school, and he is likely to tell you without hesitation that the object is to enable his son to obtain eventually a position of honour and dignity in the community, and to enable his daughter to marry in due course a man of high social standing. The money spent on a child is intended as an investment which will yield a handsome profit in the future, so that when the parents become old and infirm they may be able to lean comfortably on their children. The purpose of education, therefore, looked at from the point of view of the average parent in West Africa (fourteen years ago, since Banjo wrote these words) is frankly materialistic.¹⁸

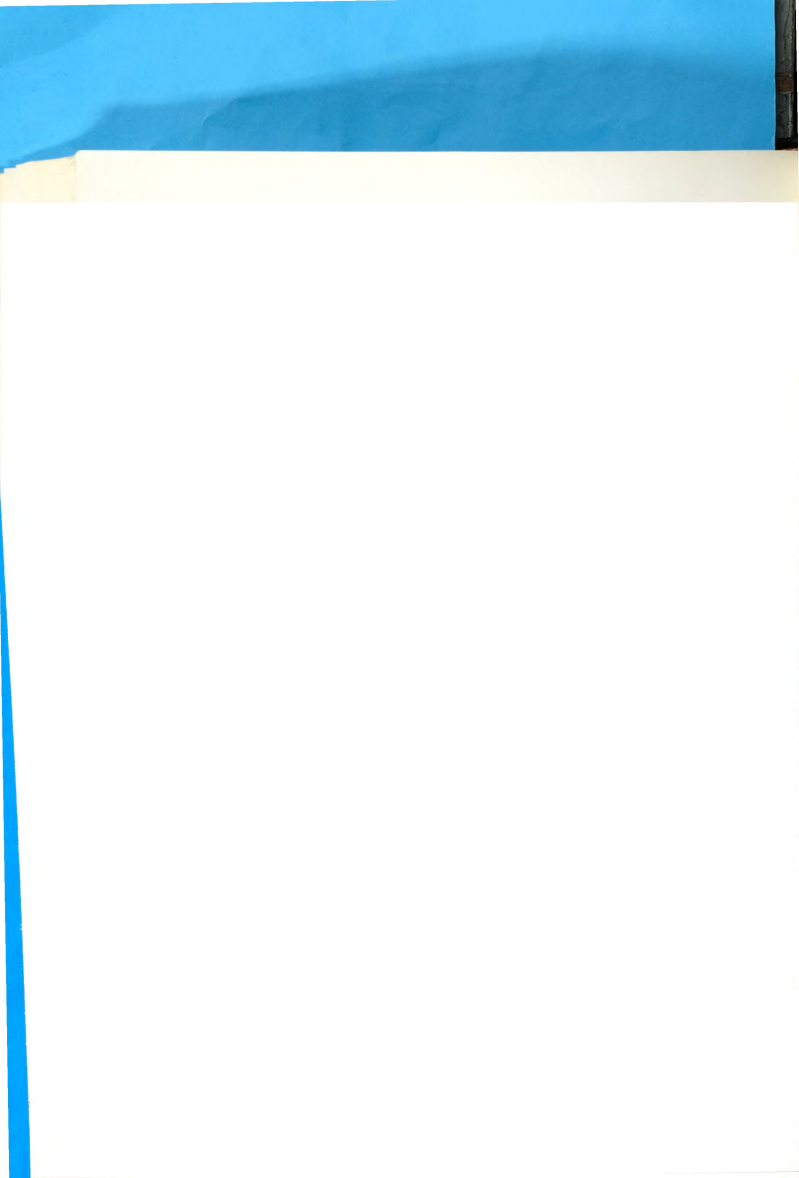
¹⁴Ken Post, The New States of West Africa (Great Britain: C. Nicholas & Co., Ltd., 1964), 197 pp.

¹⁵G. Brian Stapleton, The Wealth of Nigeria (London: Oxford University Press, 1958), p. 71.

¹⁶Ibid.

¹⁷S. A. Banjo, A West African Teacher's Handbook (London: London University Press, 1957), pp. 1-20.

¹⁸Ibid.



Hanson may represent strong critics,^{19,20} who attribute irrelevance of school programs (in Nigeria) to lack of adequate innovations in curriculum, innovations in education which will keep pace with the country's economic development. His view is well-illustrated in the description of the Wairaka school farm founded in 1958 in Uganda.²¹ The farm project provided the type of education relevant to economic growth of the society which could meet some of the needs of the individual students.

Calcott describes the effects of irrelevance of the primary school curriculums as unwholesome attitude toward farming.

Only 1.5 percent of village school children in the Pilot Area want to take up farming, while 47 percent of the villages', 66 percent of the rural towns' (and 82 percent of Ibadan's) primary school leavers aspire towards some form of professional, technical, administrative or clerical post. It is of interest that in the villages and rural towns, 35.9 percent and 21.2 percent respectively wish to take up a craft such as metal, wood working or related trades.²²

¹⁹ G. H. Franz, "The Model Native Village," Village Education in Africa (Cape Province: Lovedale Press, Lovedale, 1936), p. 117.

²⁰ John Wilson, Education and Changing West African Culture (New York: Bureau of Pub., 1963), p. 13. See also Phelps-Stokes Reports in Africa (New York: Oxford University Press, 1962).

²¹ John Hanson, Imagination and Hallucination in African Education (East Lansing: Michigan State University Press, 1966).

²² D. Calcott, Interim Report of International Labour Office (Ibadan: Government Printing Press, 1967).



Lewis describes another effect as "crowding of unemployed persons into the large urban centers."²³ According to Post, "Life in the village has little attraction for most young people who have had any education at all."²⁴ However, the author realizes that growth in population, shortage of farmlands and attraction to town life may be other possible influences of flooding the cities with people.

Increasing unemployment among school leavers is perceived by authors such as Hanson²⁵ as the resultant effect of school programs.

Because school programs are believed to be inadequate to help pupils and graduates in occupational opportunities, individuals and the governments in Nigeria have suggested changes in the existing programs.

One suggestion comes from Ayo Agunseye, who believes that the problem of unemployment among school leavers can be reduced by extending the scope of the present primary school programs to include vocational preparation.²⁶

²³ L. J. Lewis, *Society, Schools, and Progress in Nigeria* (London: University Institute of Education, 1965), pp. 15 and 160.

²⁴ Ken Post, *op. cit.*

²⁵ John Hanson, *op. cit.*

²⁶ Ayo Ogunseye, *Manpower Problems in Economic Development: Integrating Manpower with General Planning*. A paper submitted to the international seminar on manpower problems held in Lagos, Nigeria, from March 2nd-13th, 1964. (Memo No. 14, Michigan State University Library: International Labour Review documents).

Callaway places his emphasis for curriculum innovation on how to encourage the appropriate authorities to help graduates and school leavers improve the indigeneous education,²⁷ help them to raise the standard of small businesses²⁸ and develop farming methods of the rural areas.²⁹

The indigeneous education, in the author's opinion, is the apprenticeship system.³⁰ In his study of the problems of school leavers he discovered that school leavers were "apprentices to carpenters, masons, bricklayers, painters, welders, plumbers, and the like."³¹ The author also remarks: "A large number of these youths could find a challenge and the promise of a higher income in improved farming as outlined in the farm settlement village plan."³²

²⁷C. A. Callaway, "Nigeria's Indigeneous Education: The Apprentice System," ODU: Journal of African Studies (Oxford University Press, 1964), pp. 1-18.

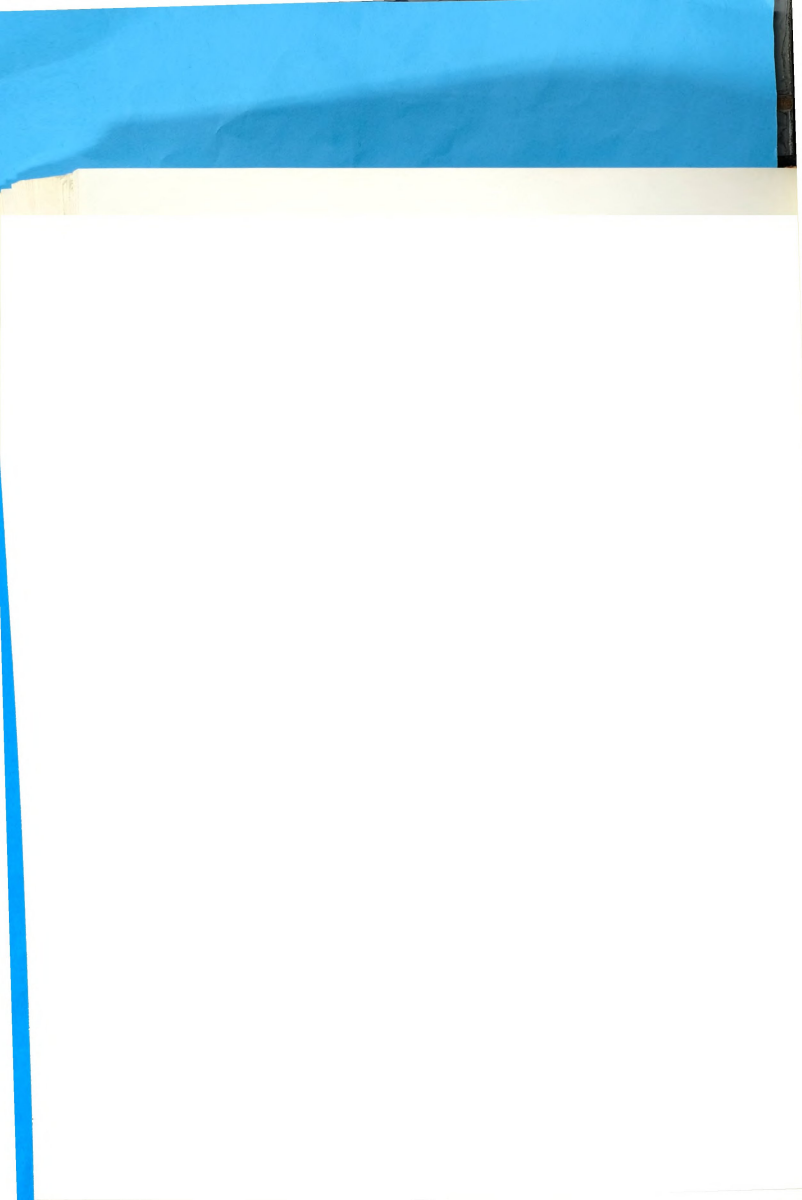
²⁸Ibid., p. 17.

²⁹Archibald Callaway, School Leavers and the Developing Economy of Nigeria (Ibadan: N.I.S.E.R., University Press), pp. 9-10.

³⁰C. A. Callaway, ODU: Journal of African Studies, pp. 1-18.

³¹C. A. Callaway, School Leavers and the Developing Economy of Nigeria, op. cit., p. 13.

³²Ibid., p. 15.



To provide a climate that will foster curriculum relevance, Hanson suggests the "clerical mentality which finds it most acceptable to seek the security of a government office must give way."³³ It should be replaced with willingness "to take a chance, to strike out on one's own," according to the author.

Over a decade ago, Harold Jowitt, one of the most famous African educators, says:

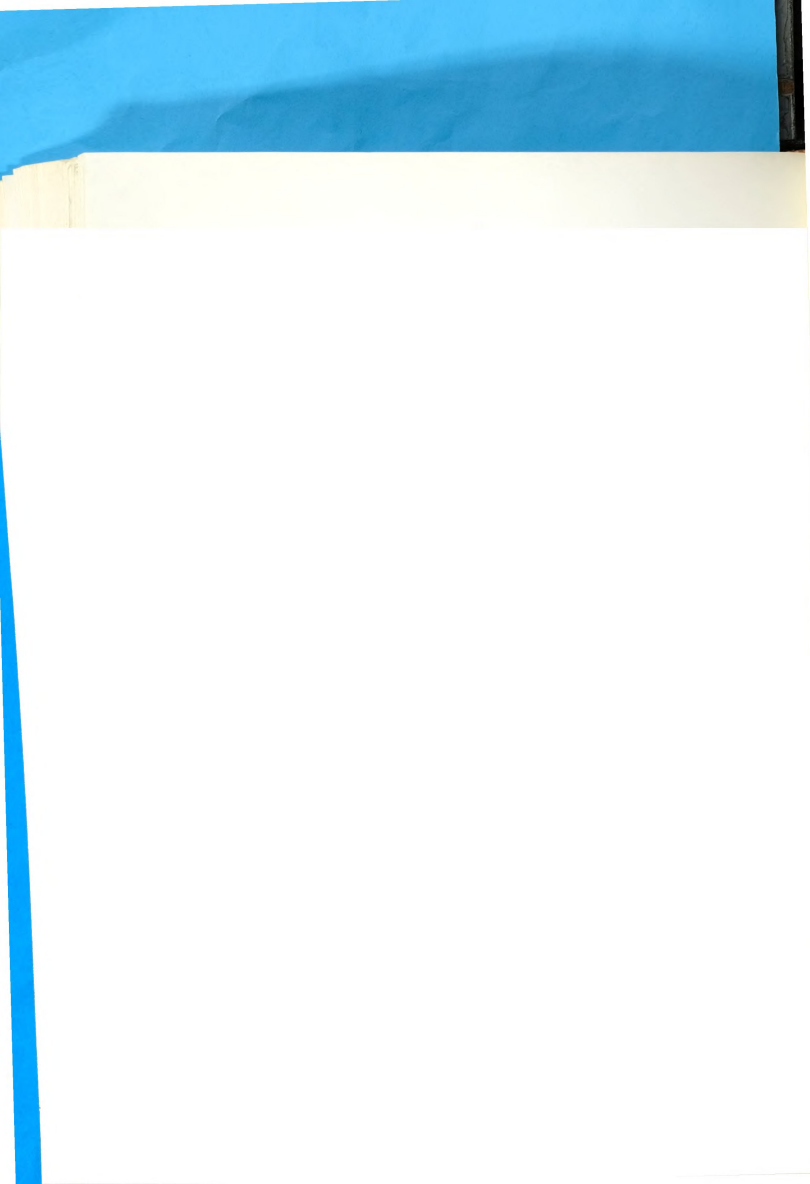
The number of situations in life where some arithmetical knowledge or skill is required are numberless, even in an African village. In the erection of a hut it will be necessary to know how many poles are required; in its equipment how many sleeping mats, clay pots, and other articles. The simplest agricultural operation will directly or indirectly be linked to arithmetical knowledge and skill, and in the most modest home the family budget is based upon these. For many years it is regrettable that simple foundation processes have never been properly taught; that the number range given to the youngest pupils is far beyond their understanding; unsuitable exercises are taken from equally unsuitable textbooks.³⁴

It is true that some of the faults mentioned by Jowitt are fast disappearing; nevertheless, Arithmetic teaching is often examination-centered, with little regard for practical problems in Nigerian Agriculture and Industry.

Another cause of curriculum irrelevance stated by Segun Adesina of

³³John Hanson, op. cit.

³⁴Harold Jowitt, Suggested Methods for the African Schools (New York: Longmans, Green, Ltd., 1949), pp. 1-40.



Lagos University: ". . . education we administer is so literary that it tends to perpetuate among its recipients a dislike or contempt for technical education and manual labour thus rendering those who cannot afford to go further either frustrated or, at best, clerical assistants in some establishment."³⁵

Both authors seem to be exploring ways of making the school programs prepare the child for life situations.

The ex-Permanent Secretary, Ministry of Education, Northern Nigeria, H. G. Jelf, also encourages making "school subjects aim at achieving the good way of life."³⁶ He describes the good way as that which leads to "good health, happiness, honesty, work, and intelligent thinking."³⁷

The objectives of the Ashby Commission,³⁸ White Paper of the Northern Region,³⁹ and the White Paper for the Western Region,⁴⁰

³⁵ Ogunseye, *op. cit.*

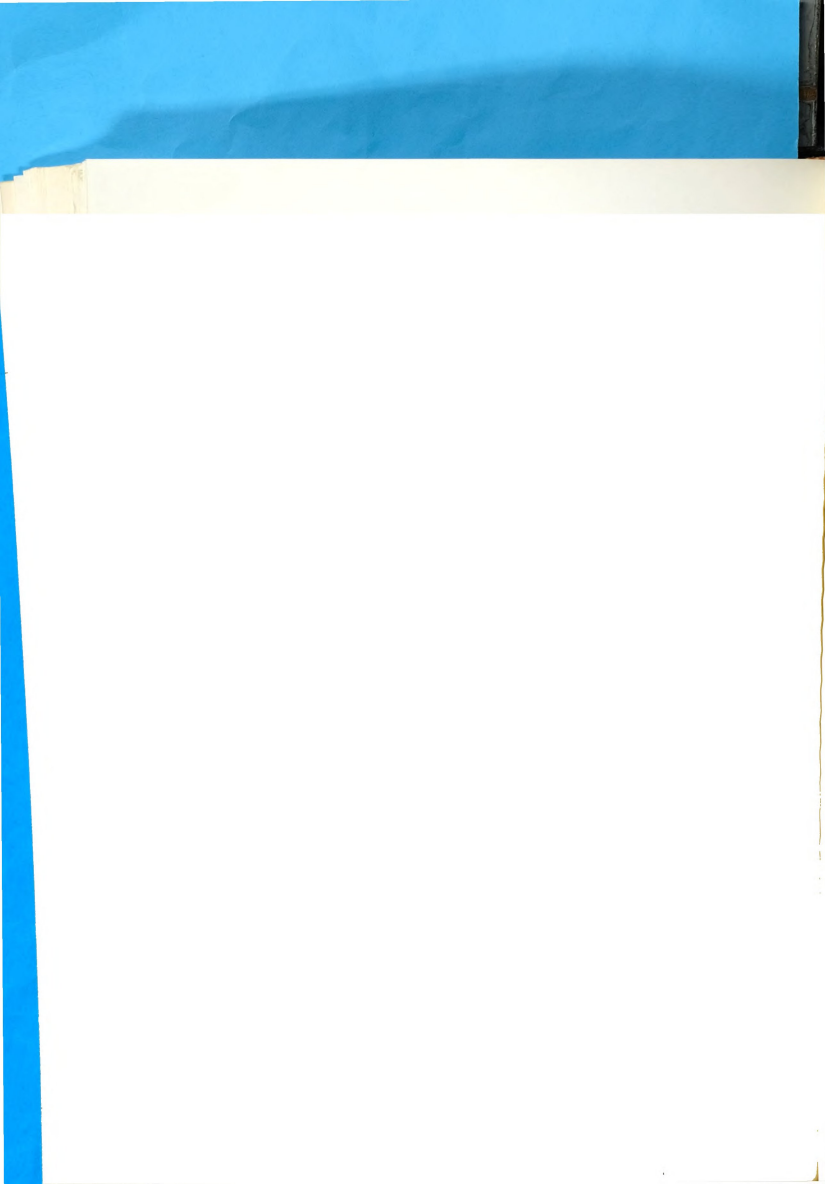
³⁶ H. G. Jelf, Primary Education and School Curriculum (Kaduna: Ministry of Education), pp. 1-5.

³⁷ Ibid.

³⁸ Ashby Report, Investment in Education (Lagos: Federal Government Printer, 1962).

³⁹ White Paper on Educational Development in Northern Nigeria 1961, pp. 1-4.

⁴⁰ White Paper on Educational Development in Western Nigeria (Kaduna: Government Printer, 1961).



representing the government's voice in school programs, basically attempt to help produce curriculums relevant to Nigeria's needs.

Vocational Guidance for School Curriculum
Relevance

The choice of an occupation has been described as one of the most essential necessities of life.⁴¹ The way of an individual's life, his health, family living, socio-economic status, Norris argues, are largely determined by his job.⁴² Wrenn⁴³ and Hoppock⁴⁴ apparently agree with her in emphasizing the need for vocational education in the elementary school. Their objectives are cocooned in the concept that such a program is a way of preparing the child for life. Hoppock⁴⁵ clarifies this by saying that occupational information in the elementary school will increase the child's feeling of security, enhance his natural curiosity, extend his knowledge about occupational opportunities,

⁴¹Willis Norris, Occupational Information in the Elementary School (Chicago: Science Research Associates, Inc., 1963), p. 4.

⁴²Ibid.

⁴³C. G. Wrenn, The Counsellor in a Changing World (Washington, D. C.: American Personnel and Guidance Association, 1962), p. 78.

⁴⁴Robert Hoppock, Occupational Information (New York: McGraw Hill, 1957), pp. 344-350.

⁴⁵Ibid.

show him how to earn a living, and help him to form "right attitudes" toward useful work. Even dropouts could gain from such information before they leave school.⁴⁶

Ellis and Lane point out that "children should be given information that will build up occupational aspirations and expectations which will help them in the future,"⁴⁷ and Macrae suggests that teachers should seek to guide children's occupational choice early because sociological influences on occupational choice begin early.⁴⁸

Theories upon which occupational information is built are directly or indirectly psychologists', sociologists' and educators' views on how a child should be helped to choose the kind of work that will help him when he graduates from school.⁴⁹

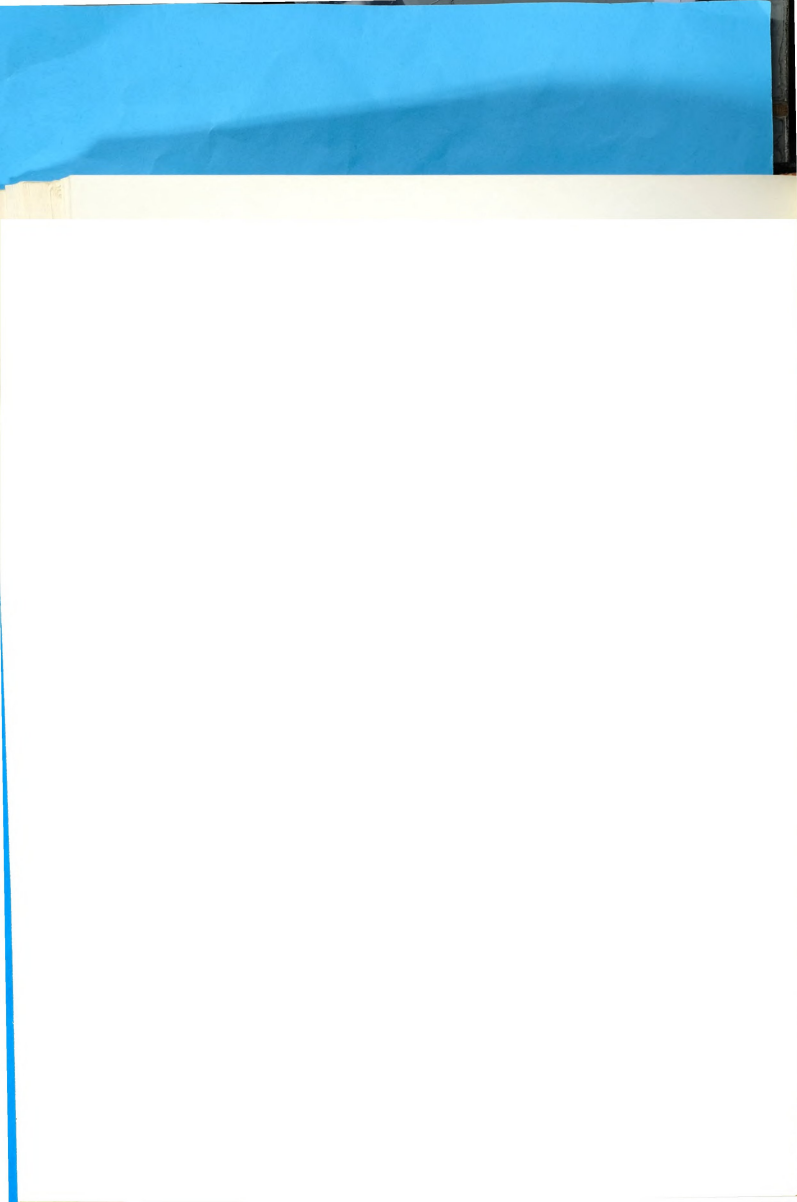
A synopsis of these theories and their argument for curriculum relevance follows.

⁴⁶Willia Norris, op. cit., p. 7.

⁴⁷Robert A. Ellis and W. Clayton Lane, "Structural Supports for Upward Mobility," American Sociological Review (Oct., 1963), pp. 743-756.

⁴⁸Angus Macrae, The Case for Vocational Guidance (London: Sir Isaac Pitman & Sons, Ltd., 1934), pp. 72-75.

⁴⁹J. Galen Saylor et al., Curriculum Planning for Better Teaching and Learning (New York: Rinehart & Co., Inc., 1955), p. 128.



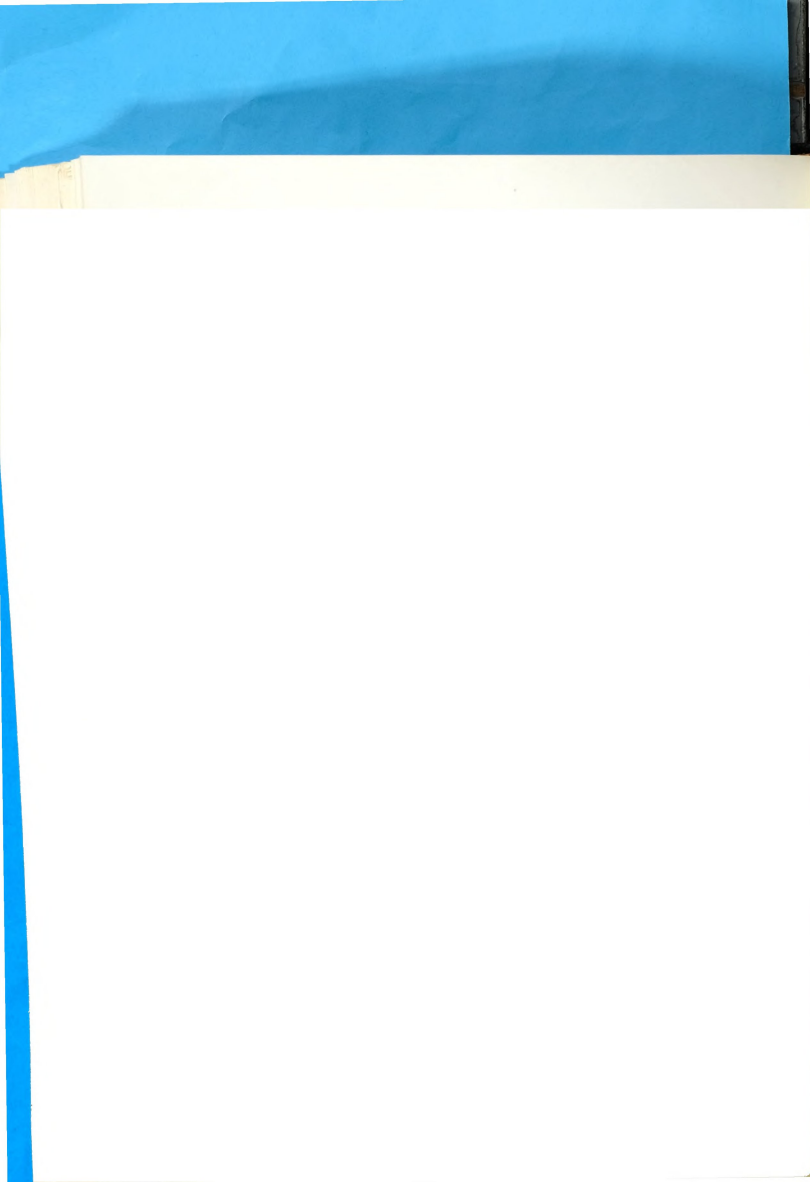
In simplest terms, occupational choice theories, as given by several authors, may be classified as (a) accidental theory,⁵⁰ (b) impulse theory,⁵¹ and (c) growth and developmental theory.⁵² According to these authors, the first theory assumes that the kind of occupation one chooses is "accidental." One has no control over it. A college student decides to be an engineer because his friend or teacher suggests this to him. He may happen to travel with an engineer who discusses his work with another person in his field and the student suddenly becomes interested in the field. The student's parents may happen to be engineers and have made a good impression on their son's mind to take after their work.

The authors also express "impulse theory" as similar to the "accidental theory." It presupposes one chooses an occupation because of some psychic force which cannot be controlled. One may alter what he does or the circumstances of life may alter it, but the process of choosing a job is entirely impulsive. This view is slightly modified by some psychologists in that occupational choice is made to meet the needs of the individual.

⁵⁰Eli Ginzberg et al., Occupational Choice: An Approach to A General Theory (New York: Columbia University Press, 1963), pp. 1-20.

⁵¹Ibid.

⁵²Ibid.



The third theory, "growth and development," the authors say, assumes that occupational choice is made as one grows mentally and physically and that occupational choice may change with maturity as the individual weighs and sees his needs in a different perspective.

Sociologists like Theodore Caplow,⁵³ occupation theorists with Ginzberg,⁵⁴ psychologists like Hoppock and Super⁵⁵ have expressed their views in one form or another as mentioned above, with strong emphasis, of course, in everyone's respective fields.

The "accidental theory" and "impulse theory" have little or no significance to elementary education. These are older theories and they are given less consideration than "growth and development" theories.

These modern theories of the sociologists and psychologists have meaning for Nigerian elementary education in the following ways: (a) Teacher Training programs should include career talks in the elementary schools⁵⁶ and (b) school children need to be helped to build wholesome attitudes toward useful work.

⁵³Theodore Caplow, The Sociology of Work (Minneapolis: University of Minnesota Press, 1954), pp. 214-229.

⁵⁴Eli Ginzberg et al., op. cit.

⁵⁵Donald E. Super et al., Psychology of Careers (New York: Harper and Brothers, 1957), p. 196.

⁵⁶Willa Norris, op. cit.

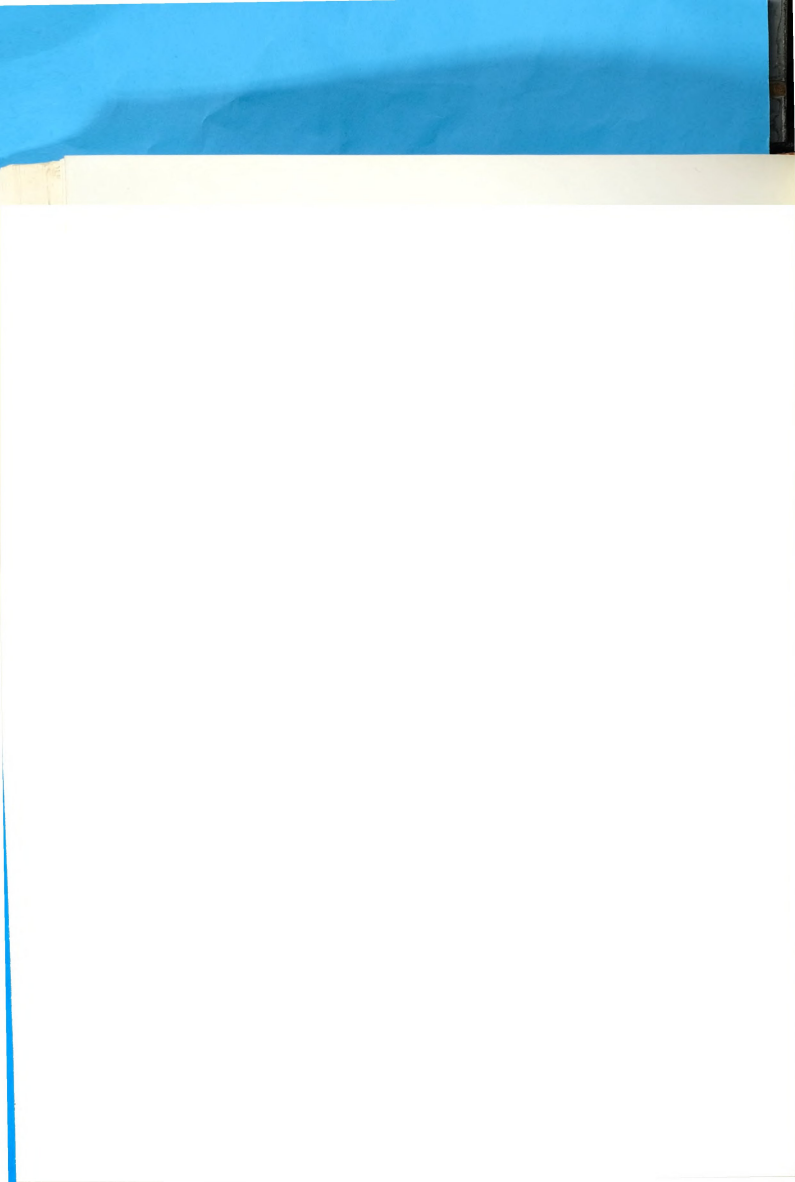
In helping the child through the school programs and his preparations, the classroom teacher should be aware of the profound effects of sociological and economic factors on children's career plans.⁵⁷ Lack of educational opportunities may cause the child to terminate schooling, thus limiting his opportunities. Additional educational training may "open certain careers to him thus bringing him in contact with social groups which may influence his occupational choice."⁵⁸

In view of Hoppock's theory, one may assume that Nigerian elementary school children should be aware of their interests, abilities and personal needs. Therefore occupational information is necessary at the elementary level to discover jobs that may meet his needs. If the information given is accurate, his occupational aspirations and expectations will most likely be realistic.

One could also assume that as the child develops mentally and physically, before he goes to face the oddities and frustrations of the world of work reviewed earlier, Norris, Super, and Ginzberg would all advise teachers to help him prepare adequately to "meet physiological needs, safety needs, needs to be loved and to

⁵⁷Walter L. Slocum, Occupational Careers: A Sociological Perspective (Chicago: Aldine Publishing Co., 1966).

⁵⁸Willa Norris, op. cit.



belong, need for importance, respect, self-esteem, independence, need for information, understanding and beauty, need for self-actualization."⁵⁹

Slocum's advice, "Planning [for occupation] deserves early attention and continuing careful consideration throughout a person's work life,"⁶⁰ will probably be accepted by educators who strongly advocate having vocational guidance in the elementary school curriculum.

Several authors in Nigeria and the United States believe that school programs must be geared to the needs of the child. Vocational guidance is one of the ways in which this can be done according to some of the writers.

⁵⁹Ibid.

⁶⁰Walter L. Slocum, op. cit., p. 224.



CHAPTER III

METHODOLOGY

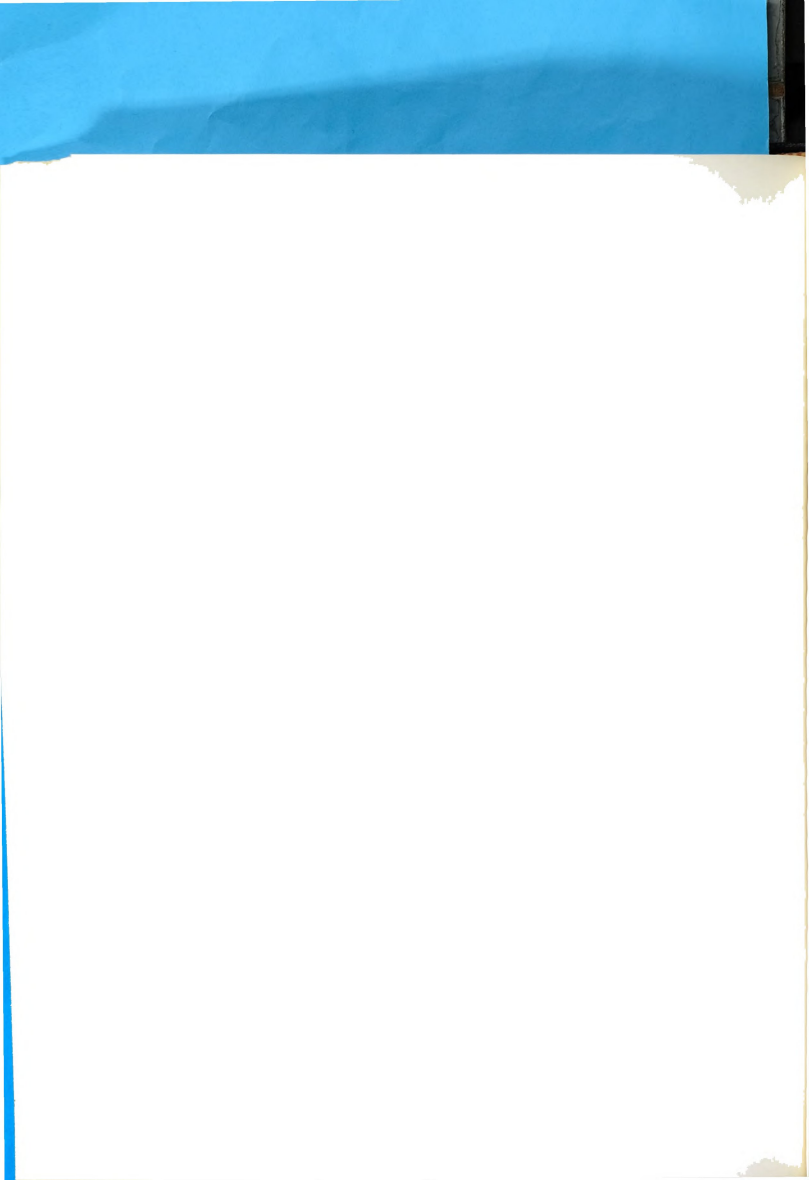
Introduction

The major purpose of this study is to increase an understanding of how elementary school pupils and graduates view existing school programs. This chapter describes procedures for gathering data needed for this purpose. The interview method was chosen because limited educational opportunities of interviewees could make written responses difficult to obtain. This, as well as other difficulties, such as lack of necessary records, could adversely affect the results of other research methods in this kind of investigation.

The general structure of the instrument used for collecting the information is also described with procedures for its analysis.

Letters explaining the purpose of the study were sent to the Ministry of Education, Northern Nigeria, the Provincial Education Secretary, Ilorin, School Headmasters and Managers for permission to do the study in their schools.¹

¹See Appendix A.



Upon their agreeing to co-operate, a list of names was sought from the Provincial Education Office, Ilorin, but it was learned that the Education Officer did not keep such a list. An authorization was given to visit schools for the study.²

Selected schools were visited after letters were written to different authorities about the visit, and as much information as possible was collected from school teachers, headmasters, pupils, records, etc., in six rural and six urban schools in Ilorin province.

The schools chosen for the study were as follows:

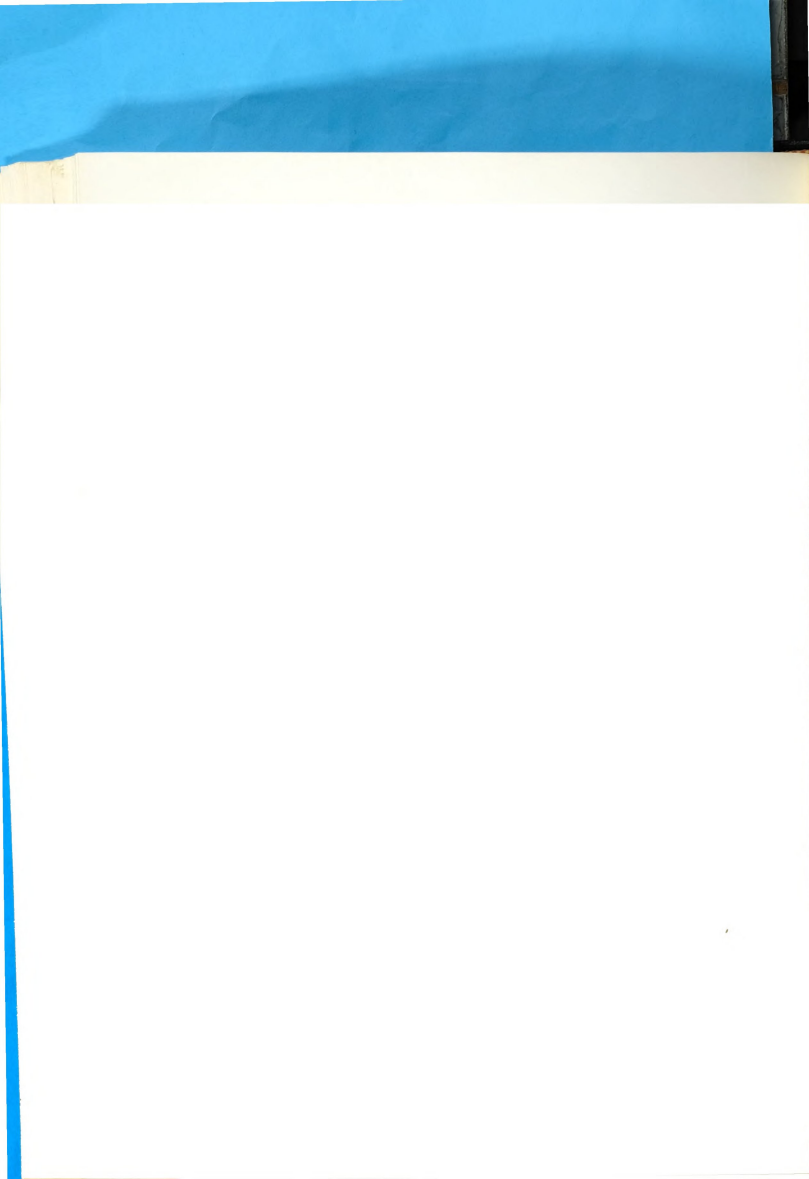
Rural		Urban	
Share	Osi	Omuaran	Baboko
Babanlomo	Pategi	Lafiagi	Pakata
Igbaja	Okeya	United	Okesuna

Pupils who completed primary seven in 1964 were visited individually, and those in their final year in primary school in 1967 were interviewed in groups according to the proposed schedules for the rural and urban schools.

At the time of interview the following were recorded:

1. Time of interview
2. Place of interview
3. Estimated age, sex, and name of respondent
4. Date of interview
5. Name of school to which respondent belongs

² See Appendix A.



5. Persons present during the interview.

Some responses were put on tape for later review. Interview schedules prepared were pre-tested with ten respondents--five graduates of 1964 and five prospective graduates of 1967.

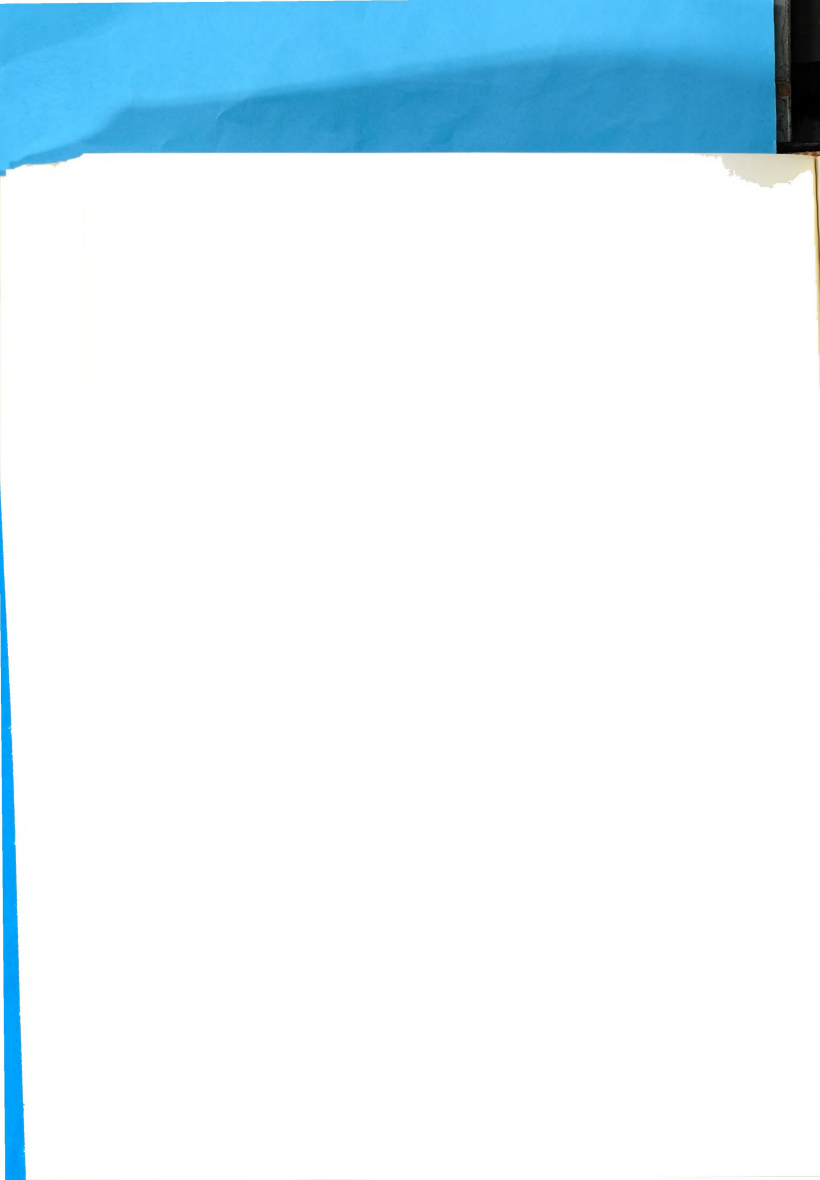
Because of difficulties encountered in mobility, unavailable 1964 graduates were constantly substituted with graduates chosen by using the random tables. Without this substitution the study would almost be impossible under the present "job-seeking-phobia" of primary seven graduates.

Description and Rationale³
of the Research Instrument

The research instrument consists of two almost identical schedules. Questions on vocational experiences were excluded from 1967 pupils' schedule. The two schedules also differ in tense on questions regarding the individual's primary school experiences; otherwise, the questions are basically the same in the two schedules.

Part I asks questions about occupational status, that is, to find out whether the respondent was employed adequately, under-employed, or was not employed at all. It also deals with the respondent's educational background, the use of his time, his religion, and the kind of work he expects to do and would like to do if anything were possible five years from the time of interview.

³See Appendix C.



Part II explores the influence of the primary school subjects, correspondence courses, on the job training, apprenticeship and job counseling on each occupation mentioned earlier as being expected or aspired to five years from the time of interview.

For 1964 graduates, part two also attempts to find out which of the above-mentioned factors they found helpful in their occupational status.

Rationale for Questions Asked

The following description shows the significance of each question asked on the interview schedules in the Appendix.

Question 1: was asked to find out the respondents' occupational status, whether they were employed or unemployed.

Questions 2-3: were asked to find out if the respondent was adequately employed or underemployed.

Question 4: was asked because efforts expended prior to getting a job sometimes indicate the amount of desire for the job.

Questions 5-6: were asked to set the needed frame of reference for questions that would follow.

Questions 7-9: were asked to find out to which extent respondents' jobs influence their occupational aspirations. It was assumed that job satisfaction was one of the major determinants for a person's desire for a particular kind of job he would do.

Questions 10-20: were asked to find out parents' socio-economic level. Parents' occupational status and educational level usually determine the socio-economic level of parents as well as their children's until their own families are about 21 years old. A person whose parents have had a secondary education and is a bank employee would be classified in the socio-economic level that is high. A person with less than primary education and doing manual work will be classified as low. There are many variations expected between the two extremes. Writers often refer to them as "have's" and the "have not's" in developing countries.

Questions 21-26: were asked to see how much informal training or other training the respondents have had besides formal schooling. These questions were modified when it was discovered that all those interviewed in the pre-test did not take correspondence courses.

Questions 27-32: were asked to determine the extent to which residential areas, geographical location, educational opportunities and economic conditions would cause a respondent to choose certain jobs expected or aspired to.

Question 30: was asked to be used in conjunction with other questions on educational opportunities.

Questions 31-32: were asked to help to determine the size and kind of occupational setting expected. These may be low or high, realistic or unrealistic.

Questions 33-37: were asked to find out the influence of geographical location on aspirations of respondents. A person may want to live in a certain locality or desire to have some special training because of his aspirations to certain jobs.

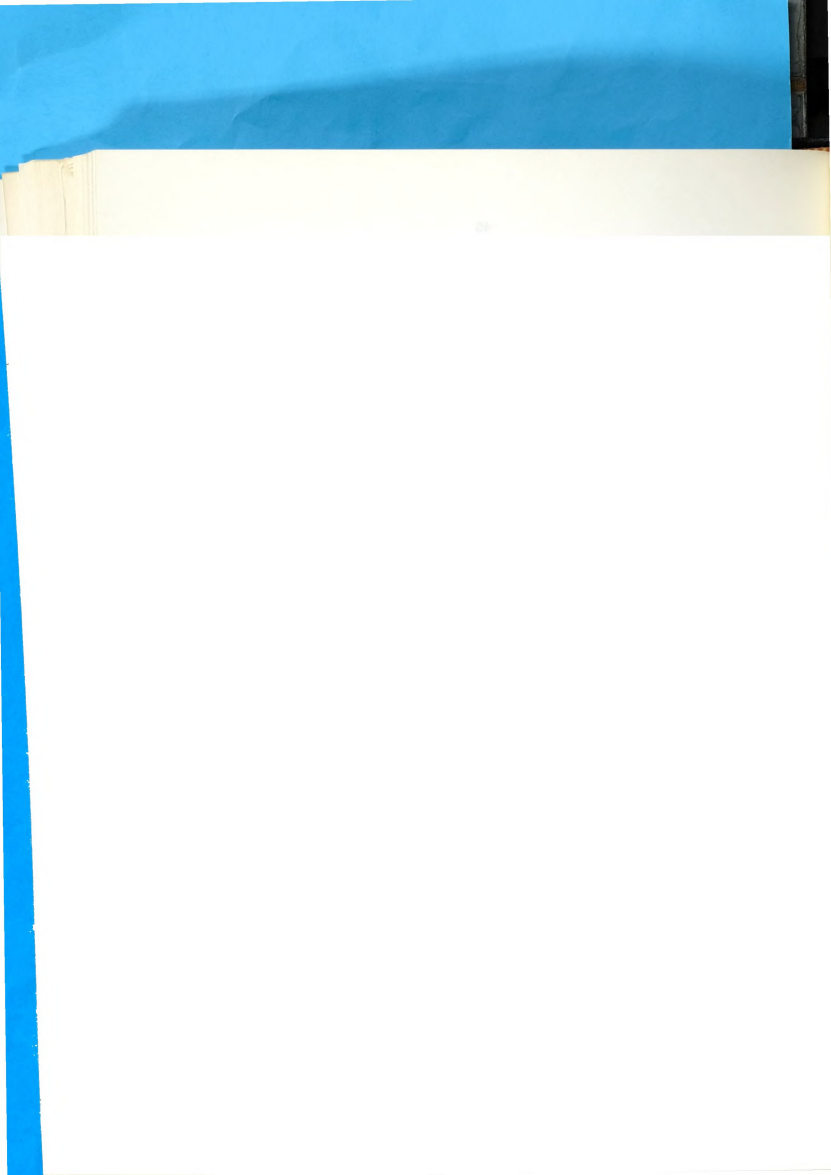
Question 35: was asked in conjunction with other questions in educational opportunities to determine the influence of these on occupational aspirations.

Questions 38-65: were asked to determine the extent to which educational opportunities have influenced occupational status, expectations, and aspirations.

Questions 66-69: were asked to find out what effects job counseling would have on the occupational status, expectations, and aspirations of the respondents.

Sampling and Use of the Proposed Scheme

The number of schools to be selected and the percentage of the population to be studied were arbitrarily set but were believed to be a representative sample. The selection of schools and graduates was made on a random basis.



The investigator decided to study one-third of the 36 primary seven schools available and one-tenth of the total population of 1,068 graduates of 1964. The schools and graduates were selected by using a table of random numbers.

One hundred and six graduates selected were called the 1964 total sample. The following formula was prepared for selecting names from all rural schools among the total sample.

$$\frac{TR}{TR + TU} \times S$$

For urban schools:

$$\frac{TU}{TR + TU} \times S$$

TR = Total enrollment for rural schools

TU = Total enrollment for urban schools

S = Sample size

TABLE 3.1

ENROLLMENT OF 1964 PRIMARY SEVEN CLASSES
IN URBAN SCHOOLS SELECTED

School	Enrollment
Omuaran	40
Lafiagi	33
United	52
Baboko	46
Pakata	54
Okesuna	46
Total	271



TABLE 3.2
ENROLLMENT OF 1964 PRIMARY SEVEN CLASSES
IN RURAL SCHOOLS SELECTED

School	Enrollment
Share	38
Babanlomo	26
Igbaja	33
Osi	40
Pategi	62
Okeya	26
Total	225

Tables 3.1 and 3.2 show the total enrollments for urban and rural schools.

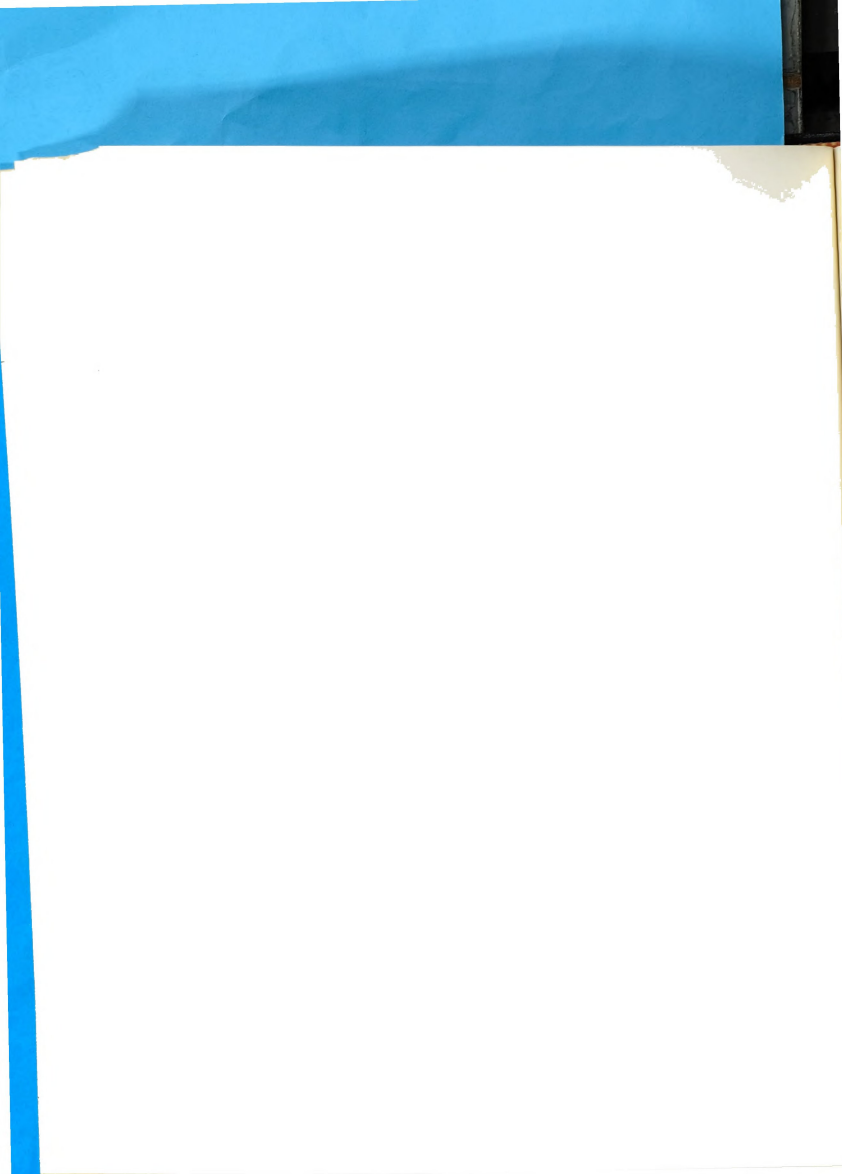
Of the 106 persons selected, the breakdown between rural and urban schools was determined thus:

Number of pupils needed for rural schools

$$\frac{225}{225 + 271} \times 106$$

This is approximately one-half of 106 or 53 graduates. The number needed for urban schools, therefore, was 106-53 or 53 graduates. Allowing for greater half of the two totals, exact numbers chosen were as follows:

Rural Schools	Urban Schools
50	56



The number of graduates to be selected from each school by using the random table was as follows:

TABLE 3.3
NUMBER OF 1964 GRADUATES SELECTED
FROM EACH RURAL SCHOOL

School					Approximate Number Needed
Share	$38/225 \times 50$	or $1/7 \times 50$	=	8	
Babanlomo	$26/225 \times 50$	or $1/11 \times 50$	=	5	
Igbaja	$33/225 \times 50$	or $1/7 \times 50$	=	7	
Osi	$40/225 \times 50$	or $1/5 \times 50$	=	10	
Pategi	$62/225 \times 50$	or $1/3 \times 50$	=	15	
Okeya	$26/225 \times 50$	or $1/11 \times 50$	=	5	
Total					50

TABLE 3.4
NUMBER OF 1964 GRADUATES SELECTED
FROM EACH URBAN SCHOOL

School					Approximate Number Needed
Omuaran	$40/271 \times 56$	or $1/6 \times 56$	=	9	
Lafiagi	$33/271 \times 56$	or $1/9 \times 56$	=	6	
United	$52/271 \times 56$	or $1/5 \times 56$	=	11	
Baboko	$46/271 \times 56$	or $1/6 \times 56$	=	9	
Okesuna	$46/271 \times 56$	or $1/6 \times 56$	=	9	
Pakata	$54/271 \times 56$	or $1/5 \times 56$	=	12	
Total					56



The exact procedure used to determine the number of interviewees needed for 1964 graduates was used for determining interviewees needed for pupils who were about to graduate in 1967.

The enrollment for the Native Authority schools in 1967, Ilorin province, was 5,288. Since all Voluntary Agency schools had been transferred to the Local Education Authority (Public), all primary schools in Ilorin province became public schools in 1966. However, the old relationship of Native Authority versus Voluntary Agency still exists to some extent. Voluntary Agencies supply teachers of their own religious beliefs to teach in their former schools, and the old school names are still attached. Because of such extant influences, it was decided to stick to the old group--Native Authority schools, which constitute about $1/3$ of the total enrollment, or approximately 2,000. A tenth of these were to be studied, two hundred.

TABLE 3.5
ENROLLMENT OF 1967 PRIMARY SEVEN CLASSES
IN RURAL SCHOOLS SELECTED

School	Enrollment
Share	14
Babanlomo	28
Igbaja	19
Osi	29
Pategi	62
Okeya	29
Total	181

TABLE 3.6
ENROLLMENT OF 1967 PRIMARY SEVEN CLASSES
IN URBAN SCHOOLS SELECTED

School	Enrollment
Omuaran	16
Lafiagi	33
United	46
Baboko	78
Okesuna	64
Pakata	64
Total	301

Total Enrollment 1967 Rural and Urban: $181 + 301 = 482$

The same schools used for 1964 graduates were used for 1967 prospective graduates. The enrollment for each school is shown in Tables 3.5 and 3.6.

TABLE 3.7
NUMBER OF 1967 GRADUATES SELECTED
FROM EACH RURAL SCHOOL

School	Approximate Number Needed			
Share	$14/181 \times 68$	or $1/12 \times 68$	=	5
Babanlomo	$28/181 \times 68$	or $1/6 \times 68$	=	10
Osi	$29/181 \times 68$	or $1/6 \times 68$	=	11
Pategi	$62/181 \times 68$	or $3/8 \times 68$	=	25
Okeya	$29/181 \times 68$	or $1/6 \times 68$	=	11
Igbaja	$19/181 \times 68$	or $1/12 \times 68$	=	6
Total				68

TABLE 3.8
NUMBER OF 1967 GRADUATES SELECTED
FROM EACH URBAN SCHOOL

School				Approximate Number Needed
Omuaran	$16/301 \times 133$	or $1/19 \times 133$	=	7
Lafiagi	$33/301 \times 133$	or $1/9 \times 133$	=	14
United	$46/301 \times 133$	or $1/6 \times 133$	=	21
Baboko	$78/301 \times 133$	or $1/4 \times 133$	=	35
Okesuna	$64/301 \times 133$	or $1/5 \times 133$	=	28
Pakata	$64/301 \times 133$	or $1/5 \times 133$	=	28
Total				133

Grand Total Needed = 201

The number of interviewees needed for rural schools was $181/482 \times 200$, approximately 67; therefore, 133 was the number for urban schools. Number to be selected by randomization from each school is shown in Tables 3.7 and 3.8.

The exact procedure used for the main study was first used to pre-test the questions for the interviews. Although the number interviewed in the pre-test was arbitrarily set, the respondents were selected on a random basis.

Procedures Used in Data Analysis

Information collected was summarized according to the two parts of the interview schedules. Responses to questions 1-53

(Demographic Data) were verbally described using frequency count whenever possible. This part consisted of seven sections summarized separately as follows:

1. Number interviewed; Time and place of interview; Age
2. Responses to Questions 1-3 -- Occupational Status
3. Responses to Questions 4-9 -- Employment
4. Responses to Questions 10-20 -- Parents
5. Responses to Questions 21-26 -- Informal Educational Experiences
6. Responses to Questions 27-37 -- Occupational Choices
7. Responses to Questions 38-53 -- Helpful Subjects to Graduates

Part two of the interview schedule was about educational influences. Analysis charts were prepared to summarize and quantify the responses. In order to be more objective in the analysis, seven hypotheses were stated with regard to some of the specific objectives. Each hypothesis was tested by using a t test (for pre-test) or F test (for the main study).

Questions 66-69 were summarized and tabulated for 1964 and 1967 respondents with their respective frequency distribution.



CHAPTER IV

ANALYSIS OF DATA

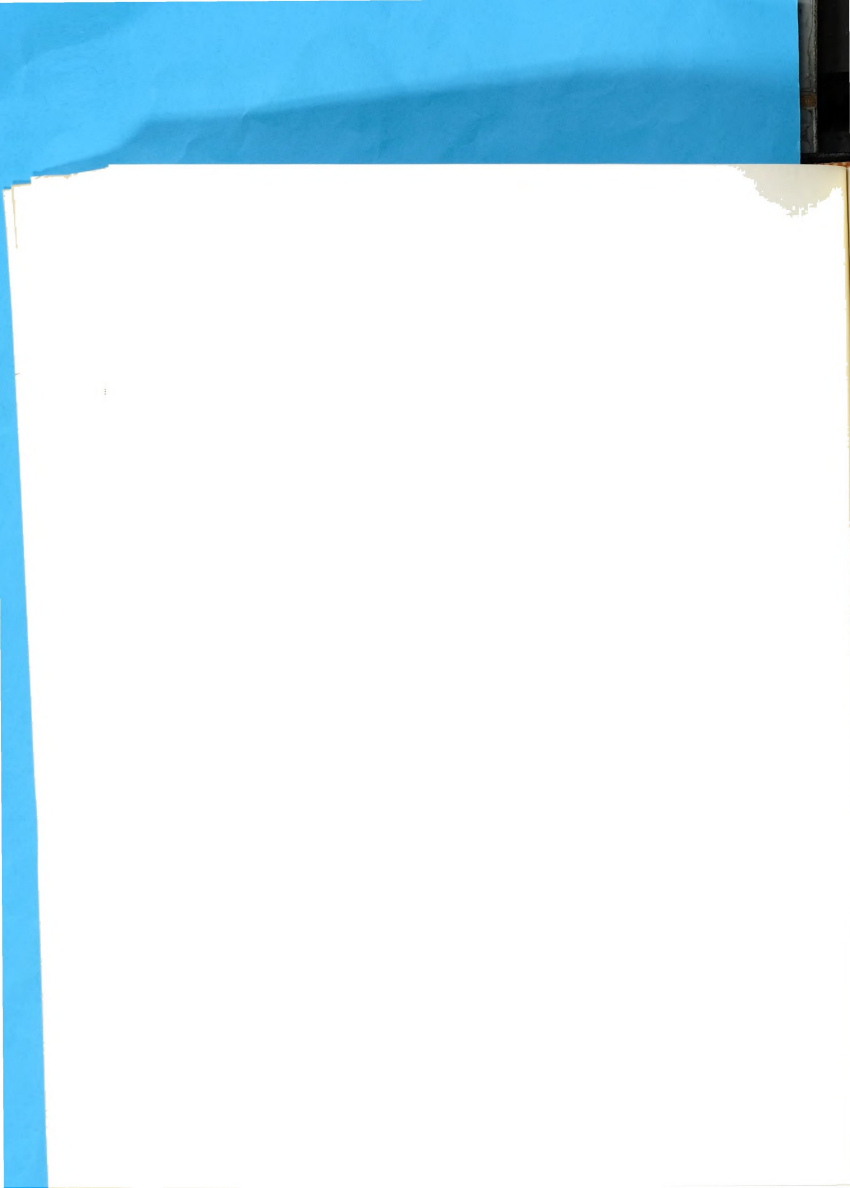
Introduction

The objective of this chapter is to report information gathered on the influence of education in the way it was perceived by pupils and graduates in Ilorin province. How they perceived educational influences on occupational aspirations, expectations and occupational status are reported for the pre-test as well as for the study. Analyzing the pre-test results beyond the conventional way of evaluating the adequacy of the questionnaires enabled the investigator to speculate possible outcomes of the study.

Most of the information reported was obtained through use of the interview schedule technique. A lesser portion was obtained through consulting teachers' records, admission and attendance records, and records from the Ministries of Labour and Education in Nigeria.

The report includes:

1. Primary School Pupils' and Graduates' Perception of the School Program as Affecting Their Attitude Toward Work;



2. The Effect of a Lapse of Three Years on Primary School Pupils' Attitude Toward Work;
3. The Impact of School Location (Rural-Urban) on Primary School Pupils' and Graduates' Attitude Toward Work;
4. Graduates' Perception of Primary School Relevance to Their Needs.

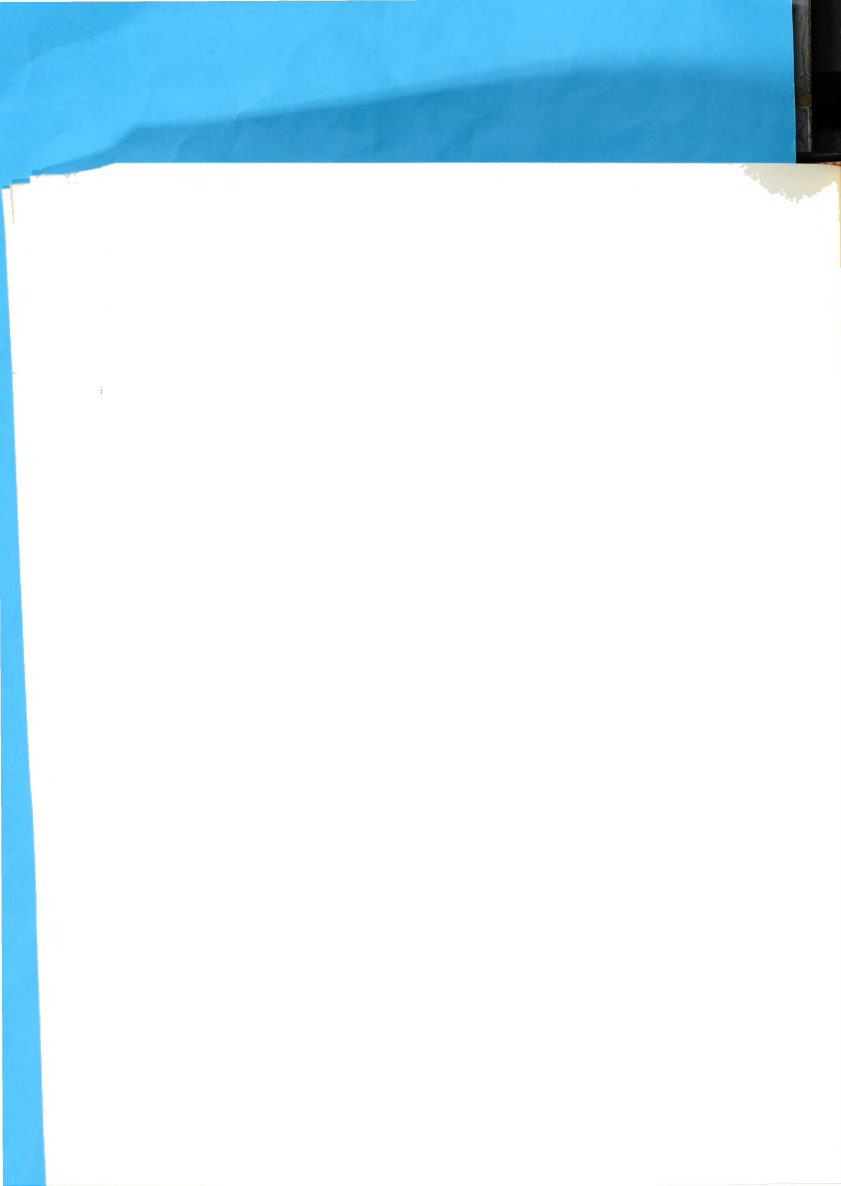
Analysis of Pre-Test Data

Adequacy of the Interview Schedules

Most of the questions on the interview schedules were adequate to elicit responses needed. Questions on informal education (correspondence courses, on-the-job training, and apprenticeship) appeared impertinent during the pre-test. They were not entirely discarded after the pre-test because of the small sample, but were modified for the main study. A respondent who stated that he did not take any informal education was not questioned any further on that informal education. Rather, the interviewer went on to ask the next question.

Personal and Background Data: Pre-Test

Number of Samples. -- Two schools, one rural and one urban, were chosen randomly among all schools controlled in 1967





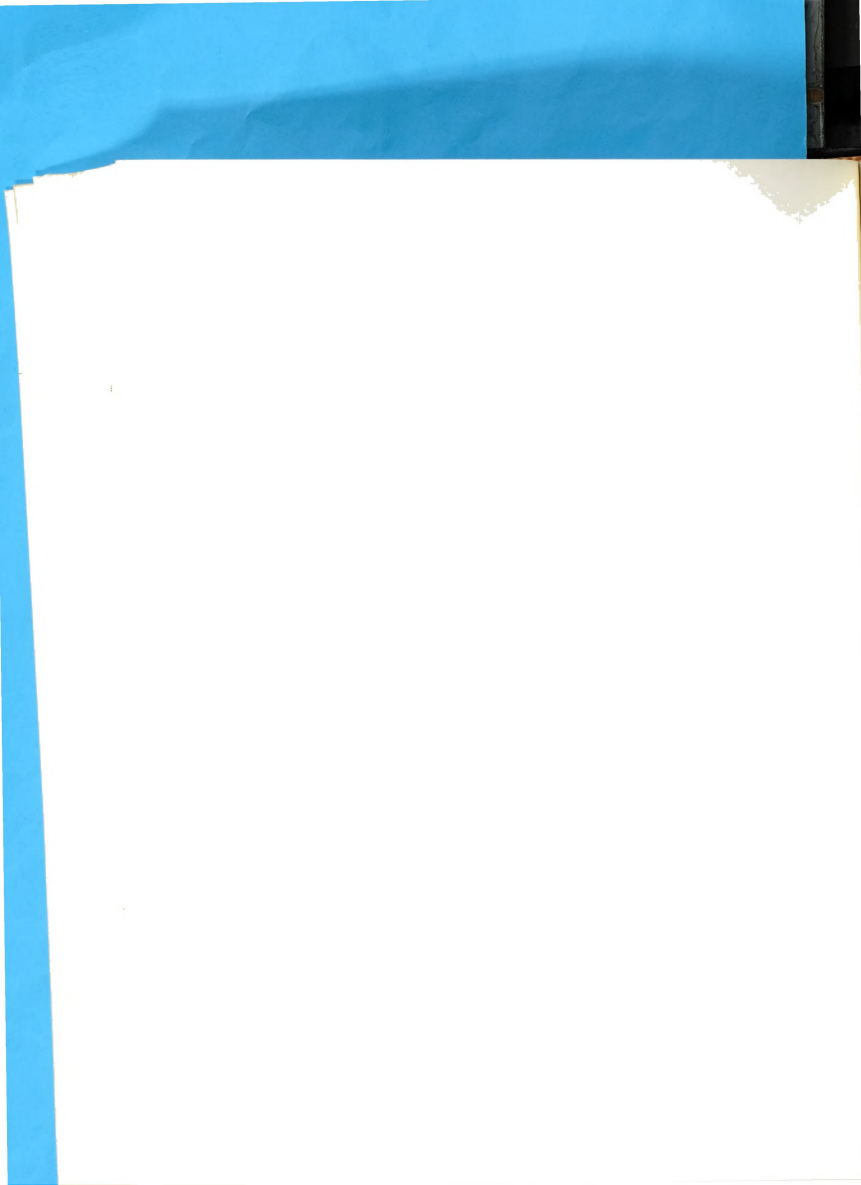
by Ilorin Local Education Authority. For the pre-test, five boys were chosen among the 1964 and 1967 pupils of the rural school. Five names were also selected among the 1964 and 1967 attendants of the urban school. (See Table 4.1).

TABLE 4.1
SELECTED PERSONS FOR THE PRE-TEST

Year	Rural	Urban	Total
1964	3	2	5
1967	2	3	5
Total	5	5	10

Age. -- The mean age for 1964 graduates was 18 years. The mean age for 1967 pupils was 14.

Place and Time of Interview. -- Between March and May, 1967, the author visited 1967 pupils in their schools. Pupils who finished primary school in 1964 were interviewed wherever and whenever they could be found. Two of these were interviewed in their homes, one on the street, one in a shop, and the last one, in the train. The author accidentally met the needed person when they were traveling together.



Summary of Responses to
the Interview Questions

I. Occupational Status

Questions 1-3. -- Table 4.2 shows distribution of respondents according to their occupational status.

TABLE 4.2

OCCUPATIONAL STATUS OF RESPONDENTS FOR P

Adequately Employed	Unemployed	Under- employed	Student
1	4	5	0

II. Employment and
Job Satisfaction

Questions 4-9. -- The only person adequately employed was the respondent who had been employed by the Local Education Authority. He had applied for his job through application to the Local Education Authority. He wanted his job when he graduated from the primary school. He liked his job very much at the time of interview. It was the only job available to him among other jobs he liked in the primary school. He liked his job because he could earn a better salary than in his opinion, he were to be employed otherwise. He did not have any other thing about teaching. See Table 4.3.

TABLE 4.3

JOB SATISFACTION OF THE EMPLOYED: PRE-TEST

N = 10

Number Employed = 1

Interested in Job from Primary School	Not Interested in Job from Primary School	Only Job Available After Primary Education	Not Only Job Available	Present Job Satisfaction				
				1	2	3	4	5
1	0	1	0	0	0	0	0	1

1 = Disliked his job very much

2 = Disliked his job

3 = Average liking

4 = Liked his job

5 = Liked his job very much

III. Parental Background

Questions 10-20. -- All respondents lived with their parents while they attended or as they attended primary school. Their parents were all farmers, illiterates, and consequently belonged to a low socio-economic class. See Table 4.4

TABLE 4.4

PARENTAL BACKGROUND--

A. RESIDENCE WITH PARENTS: PRE-TEST

Number of Interviewees = 10

Number of Respondents	Lived with		
	Parents	Relatives	Other
10	10	-	-

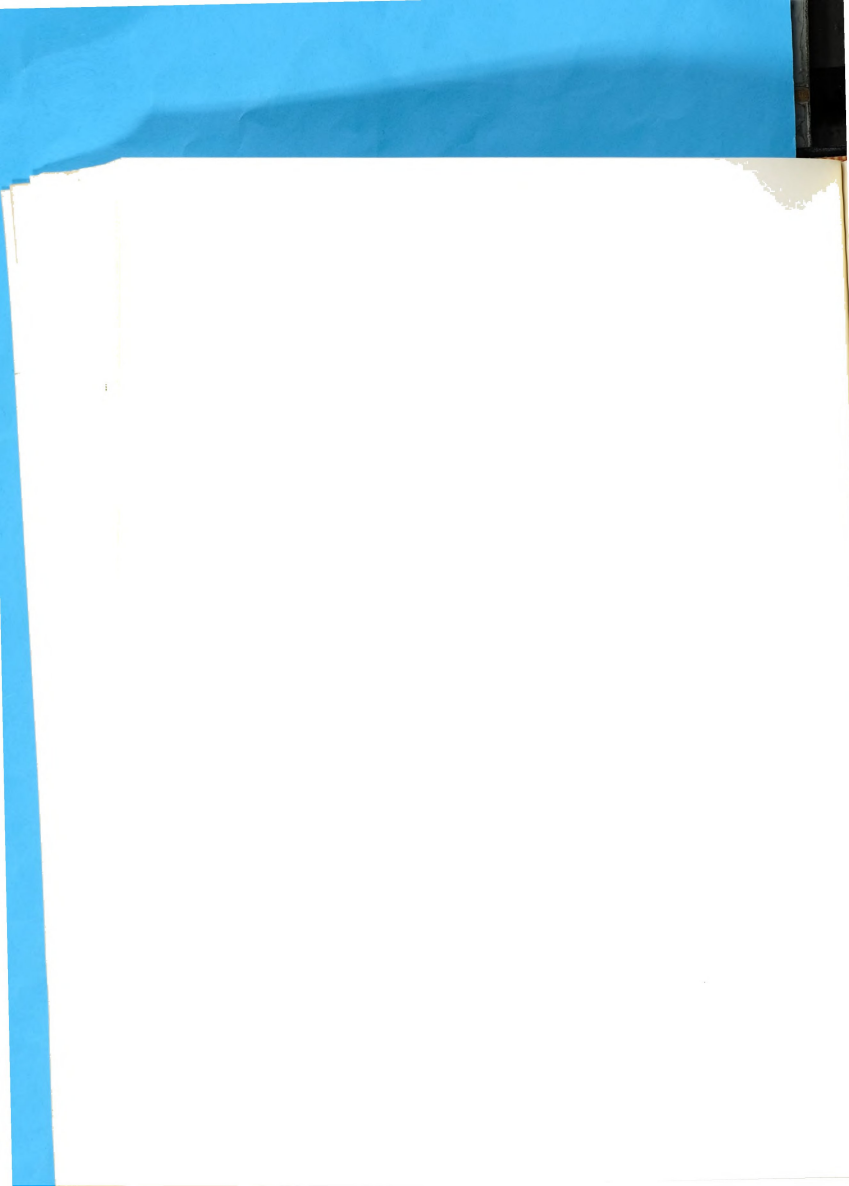


TABLE 4.4

B. SOCIO-ECONOMIC STATUS: PRE-TE
Number of Interviewees = 10

Parent	Education		
	Illiterate	Primary Seven	Secondary School
Father	10	-	-
Mother	10	-	-

TABLE 4.4

C. OCCUPATION OF PARENTS: PRE-TE

Parent	Trading	Farming	Clerical	Craft
Father	-	10	-	-
Mother	5	5	-	-

IV. A. Informal Education;

B. Religion; C. Time Use

Questions 21-26. -- None of the persons interviewed in any apprentice program, on-the-job training, or trade school or correspondence courses. They spent most of their time playing. They appeared to follow the religion of their parents and attended church and these religious services in proportion to the amount of time spent by guardians or parents. See Table 4.5.



TABLE 4.5

A. INFORMAL EDUCATION
1964 and 1967 Interviewees

Apprenticeship/ On-the-Job Training			Correspondence	
Taken	Not Taken	Type	Taken	Not Taken
-	10	-	-	-

TABLE 4.5

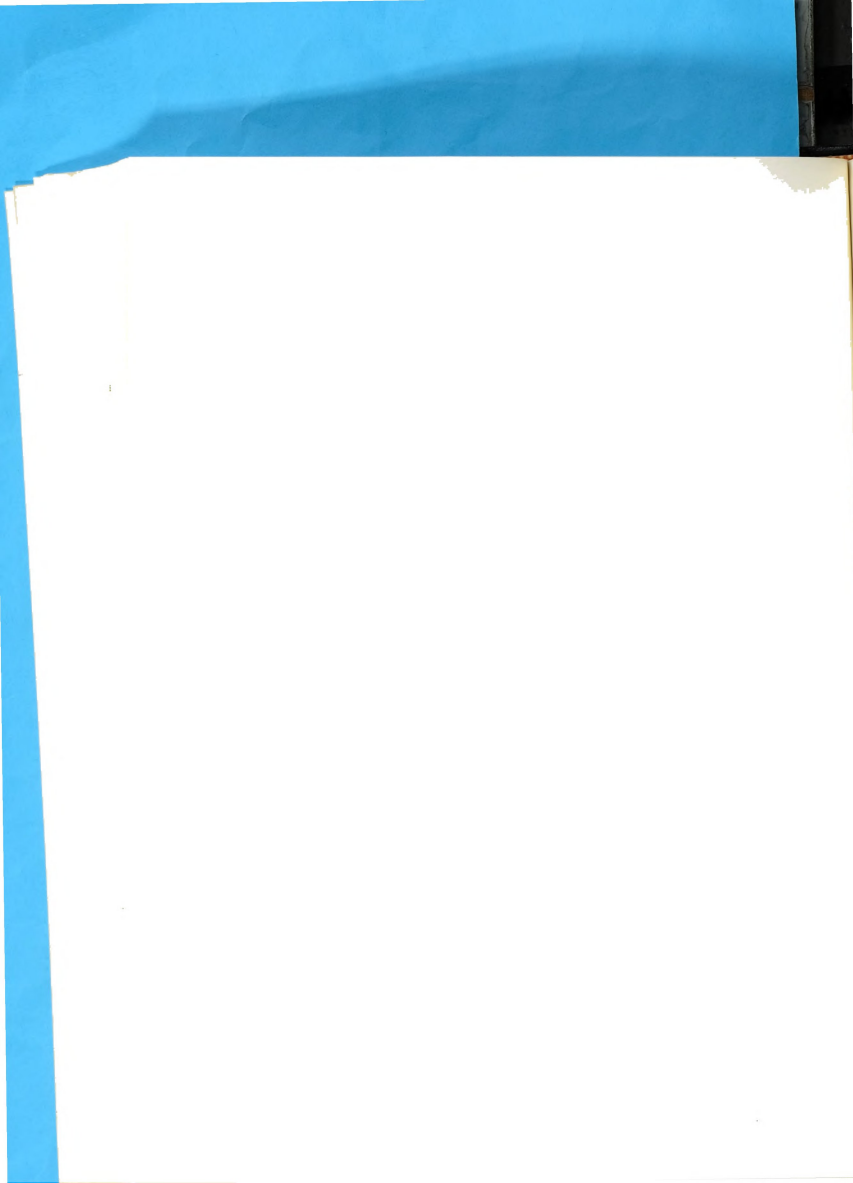
B. RELIGION
1964 and 1967 Interviewees

Worship Attendance	Moslem	Christian
Regular	8	-
Irregular	2	-
Atheist	-	-

TABLE 4.5

C. TIME USE
1964 and 1967 Interviewees

Activity	Employed		Unemployed		Under employ	
	1964	1967	1964	1967	1964	1967
Study	-	-	-	-	-	-
Play	1	-	2	2	-	-
Help Family	-	-	-	-	3	-



V. Selected Influences on Occupational Choice

Questions 27-37. -- The respondents would like to live in Ilorin province. They expected, however, to be in Lagos, or other urban places looking for work. They expected to be in secondary schools or teacher training colleges, or craft schools five years from the time of interview. They would also like to attend these institutions with no preference for any particular one. They would go to any that would admit them first. The kinds of work they expected to do in five years were:

- a. driving
- b. nursing
- c. photography
- d. radio-repairing
- e. salesclerk
- f. teaching

The kinds of work they would like to do in five years from time of interview were:

- 1. those mentioned above
- 2. clergyman

See Table 4. 6.

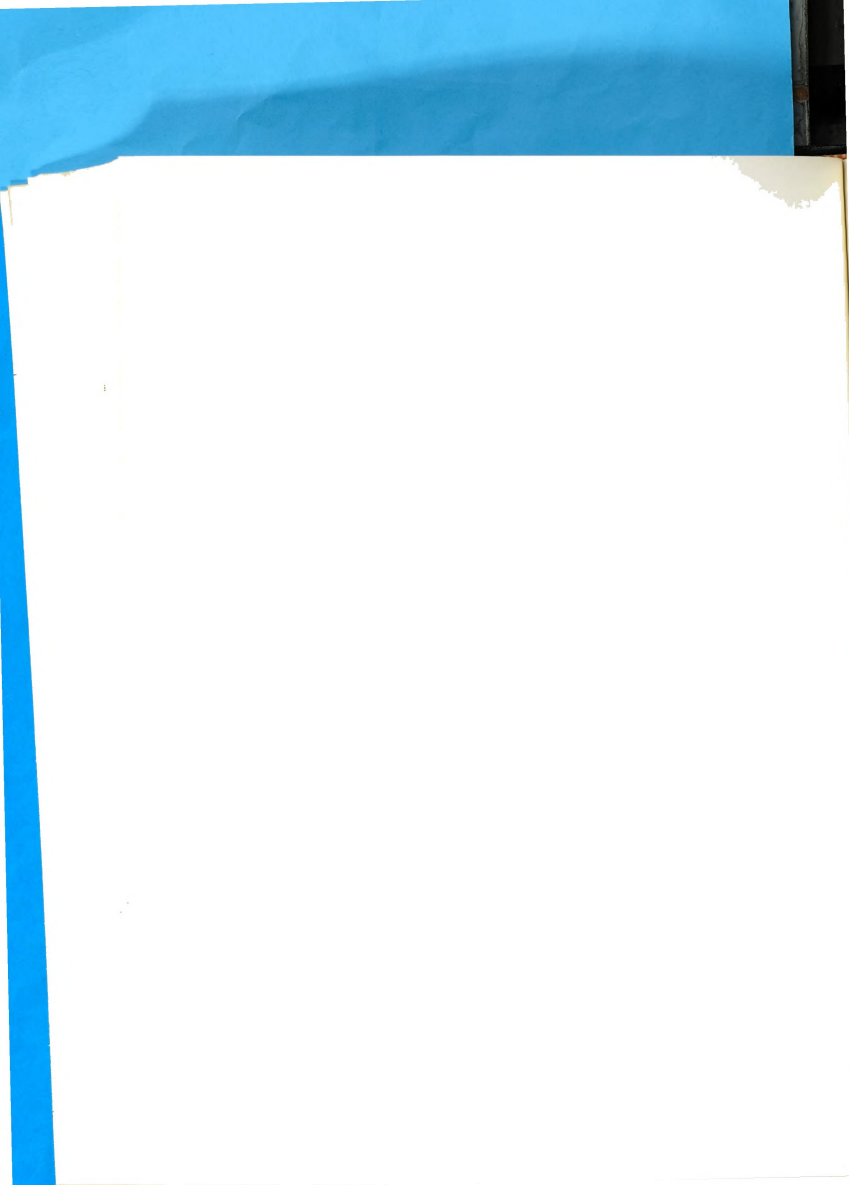


TABLE 4. 6
SELECTED INFLUENCES ON OCCUPATION

Residential Aspirations		Education
Rural	Urban	Further Training
-	10	10
Occupational Expectations		Occupation
White Collar Jobs	Non White Collar Jobs	White Collar Jobs
6	4	6

About half of the respondents expected and aspired to related "soft" jobs. The rest would take whatever was available to them.

VI. Most Helpful Subjects

Questions 38-53. -- Subjects viewed by respondents as most helpful to them are reported in Table 4. 7. The table shows so that jobs mentioned by the adequately employed respondents would be tabulated against the vital components of the Primary School Curriculum. Frequency Count for subjects mentioned facilitated the analysis.

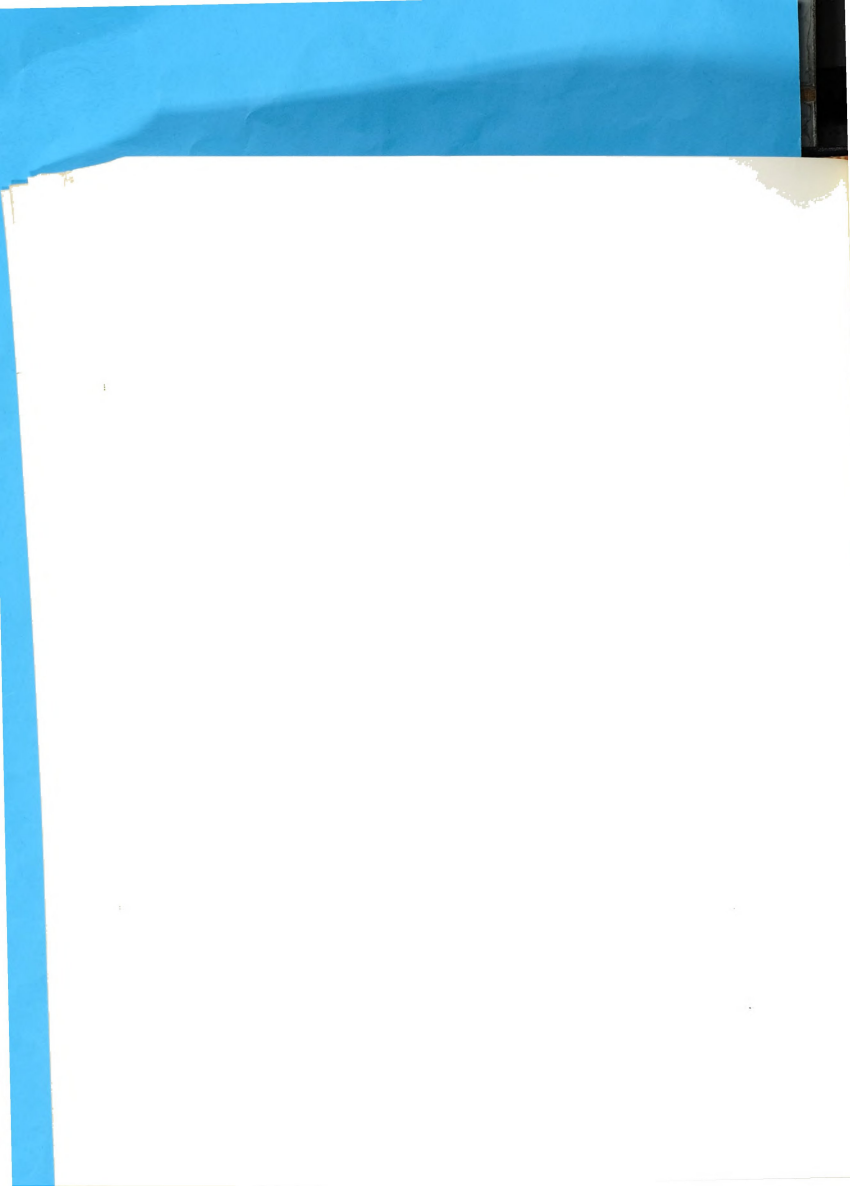


TABLE 4.7
MOST HELPFUL PRIMARY SCHOOL SUBJECTS
AS VIEWED BY RESPONDENTS

Job	Arith.	Art	English	Geog.
Teaching	1	-	1	-
Unemployed	4	-	4	-
Under-employed	5	-	5	-

VII. Educational Influences

Responses to questions 54-69 of pre-test
showing major issues:

1. Do graduates and pupils expect certain types of jobs as a result of their primary school experiences?
2. Do graduates and pupils aspire to certain types of jobs as a result of their primary school experiences? (Questions 54-69 for 1964 and 1967).
3. As a result of maturity, do pupils change their views on the kinds of jobs they would expect to get after three years of primary school? (Questions 54-69 for 1964 and 1967).
4. Does school location affect occupational aspirations as a result of primary education? (Questions 54-69 for 1964 and 1967).



5. How would pupils and graduates view the impact of occupational information on their occupational choice and status? (Questions 66-68).
6. Pupils' and graduates' reaction on curriculum improvement. (Question 69).

Seven hypothetical statements will be made in connection with the first seven objectives stated in the problem of this study. The null hypotheses, hopefully, will help the reader to examine the data summarized more objectively.

A. Influence of Education on Occupational Expectations:

Objective 1, Hypothesis 1. -- Pupils view primary school programs as a strong factor affecting their occupational expectations for white collar jobs.

Pupils interviewed in their last year of primary school did not mention most of the jobs they expected to do five years from the time of the interviews because of primary education. Table 4.8 gives an overview of their responses. Null hypothesis was not rejected at .05 level of significance.

Objective 3, Hypothesis 2. -- Graduates view primary school programs as a strong factor affecting their occupational expectations for white collar jobs.

Graduates of 1964 interviewed did not choose most of the jobs expected and listed in question 30 because of primary school



TABLE 4.8
OCCUPATIONAL EXPECTATIONS OF PUPILS AND GRADUATES: PRE-TEST

Groups	Total No. of Jobs Mentioned in Question 30	No. of White Collar Jobs Among Jobs Listed in Question 30	No. of White Collar Jobs Influenced by Primary Education (Average)	Average No. of White Collar Jobs Not Influenced by Primary Education	Difference Between Mean Primary Education Influenced and Mean Non Primary Education Influenced (t Distribution) = .05
1967	19	12	5	7	d.f. = 4 : .05 = .30 (Ho: not rejected)
1964	24	16	6	10	d.f. = 4 : .05 = .40 (Ho: not rejected)

experiences. See Table 4.8. The null hypothesis was not rejected at .05 level of significance.

B. Influence of Education on Occupational Aspirations:

Objective 2, Hypothesis 3. -- Pupils view primary school programs as a strong factor affecting their aspirations for white collar jobs.

The number of jobs chosen because of primary school experiences was not as many as jobs chosen because of other influences. A t test shows that the null hypothesis is not rejected at .05 level of significance for the difference between the mean for Primary Education Influenced White Collar Jobs and Non Primary Education Influenced White Collar Jobs. See Table 4.9.

Objective 4, Hypothesis 4. -- The same question asked for pupils was used for graduates.

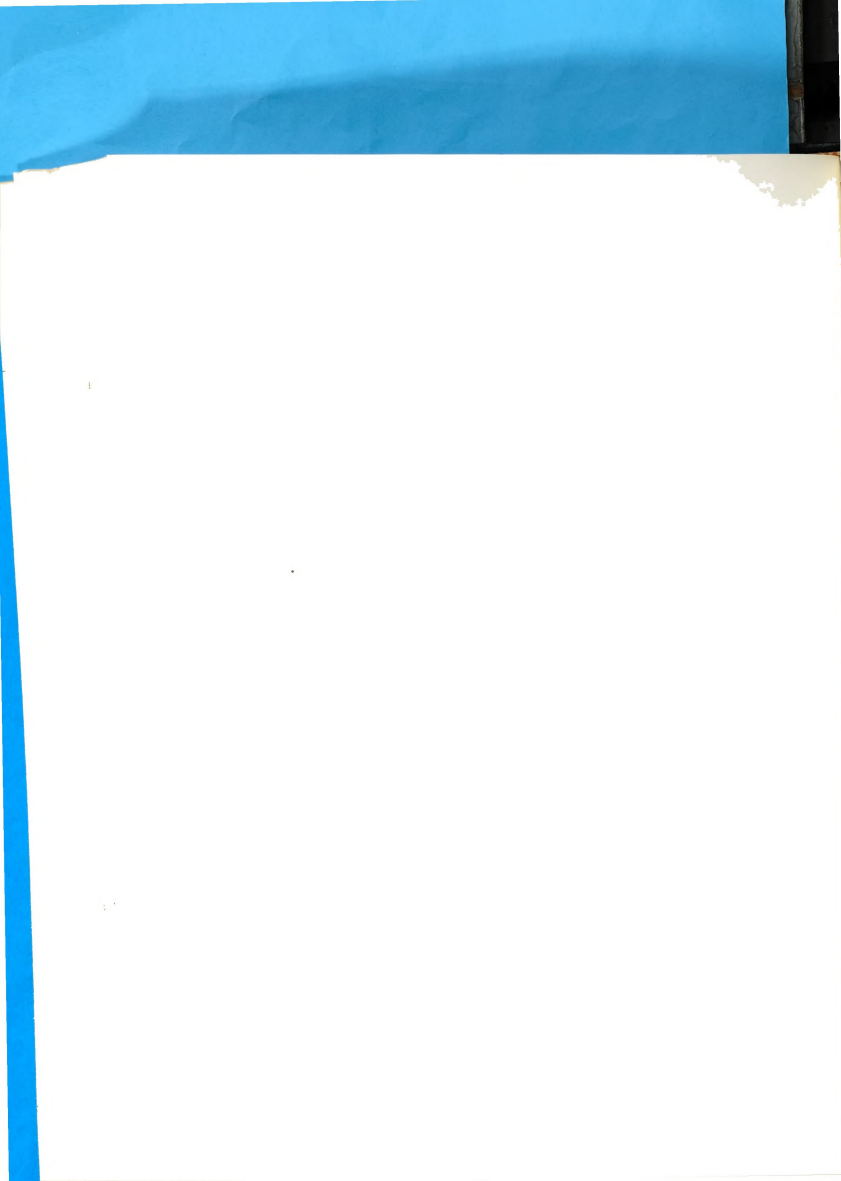
Table 4.9 shows results for graduates also. It will be noted that the null hypothesis is not rejected and that jobs chosen because of other influences were more than jobs chosen because of primary school experiences.

C. Influence of Maturity on Interviewees' Perception of the Effects of School Programs: Objective 5, Hypothesis 5. -- Occupations expected and aspired to because of primary education by 1967 pupils are significantly different from occupations expected and aspired to by 1964 graduates.



TABLE 4.9
OCCUPATIONAL ASPIRATIONS OF PUPILS AND GRADUATES: PRE-TEST

Groups	Total No. of Jobs Aspired to in Question 35	No. of White Collar Jobs Among Jobs Listed in Question 35	No. of White Collar Jobs Influenced by Primary Education (Average)	Average No. of White Collar Jobs Not Influenced by Primary Education	Difference Between Mean Primary Education Influenced and Mean Non Primary Education Influenced (t Distribution) = .05
1967	29	23	6	17	d.f. = 4 : .05 = -.52 (not significant)
1964	23	19	5	14	d.f. = 4 : .05 = -2.23 (not significant)



Careful observation of the jobs mentioned by 1964 graduates and 1967 pupils in their last year of school shows that both groups expect and aspire to similar jobs.

The t test of the difference between the means of White Collar Jobs Primary Education Influenced for both does not reject the null hypothesis at .05 level of significance. See Table 4.10.

TABLE 4.10
INFLUENCE OF MATURITY
PUPILS AND GRADUATES: PRE-TEST

Average White Collar Job Primary Education Influenced		t Test of Mean Difference
1967 Aspirations and Expectations	1964 Aspirations and Expectations	
Approximately 18 (17.5)	Approximately 18 (17.5)	d.f. = 19 : .05 = -10.65 (not significant)

D. Influence of School Location on Interviewees' Perception of Primary School Program: Objective 6, Hypothesis 6. -- Rural pupils and graduates expect and aspire to more white collar jobs because of primary education than urban pupils and graduates.

All White Collar Jobs Primary Education Influenced for rural and urban pupils and graduates were summarized. Careful observation of jobs mentioned by rural and urban respondents showed



that pupils and graduates from both geographical locations had similar tendencies to expect and aspire to the same kind of white collar jobs. Table 4.11 shows the t-test result.

TABLE 4.11
INFLUENCE OF SCHOOL LOCATION
RURAL AND URBAN GROUPS: PRE-TEST

Primary Education Influenced White Collar Job		t Test for Mean Difference
Rural	Urban	
13	9	d.f. = 19 : .05 = 1.4 (not significant)

E. Overall Picture of Educational Influences on Attitude
Toward Work--Pupils and Graduates: Objective 7, Hypothesis 7.--
Pupils and graduates from rural and urban schools view primary
education as the strongest factor affecting their choice of white collar
jobs.

Samples studied, according to these interviews, showed that pupils and graduates chosen did not view primary education as the strongest determinant of their choice of occupations. A t test computed for difference of the means Primary Education Influenced and Non Primary Education Influenced for all respondents shows that the null hypothesis is not rejected. See Table 4.12.

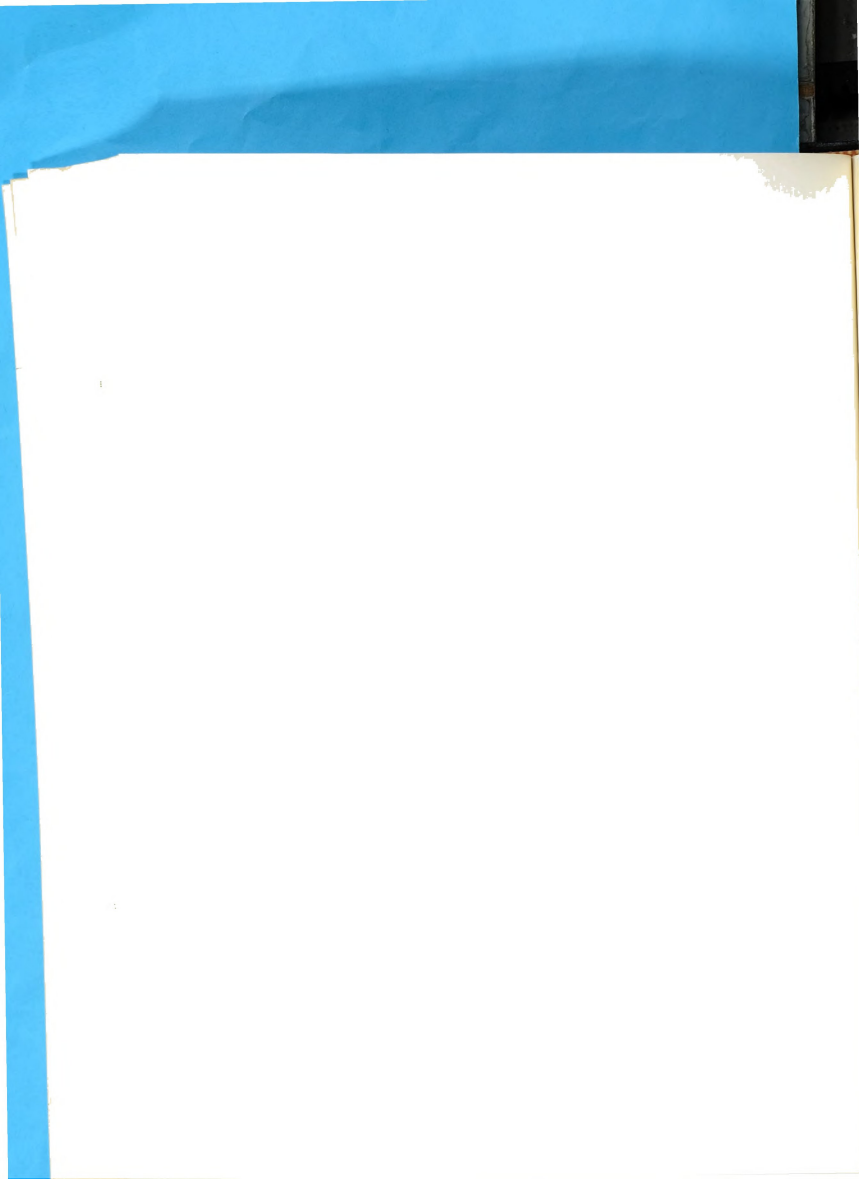


TABLE 4.12
INFLUENCE OF EDUCATION ON OCCUPATIONAL
ASPIRATIONS AND EXPECTATIONS
1964 AND 1967 GROUPS: PRE-TEST

Total White Collar Jobs		t Test for Difference Between Primary Education Influenced and Not Primary Education Influenced
Primary Education Influenced	Not Primary Education Influenced	
22	48	d.f. = 19 : .05 = -6.1 (not significant)

F. Occupational Information: Objective 8. -- Do primary pupils and graduates think occupational information would make any difference to their present occupational status, occupational expectations and occupational aspirations? (Questions 66-68).

TABLE 4.13
OCCUPATIONAL INFORMATION
ALL RESPONDENTS: PRE-TEST

	Will Affect	Will Make No Difference
Occupational Aspirations	5	5
Occupational Expectations	3	7
Occupational Status	4	6

Apparently about half of the respondents expressed that if occupational information were to them in primary school, it might change their tional choice and status.

G. Curriculum Improvement: Objectives
and graduates say about Primary School progra

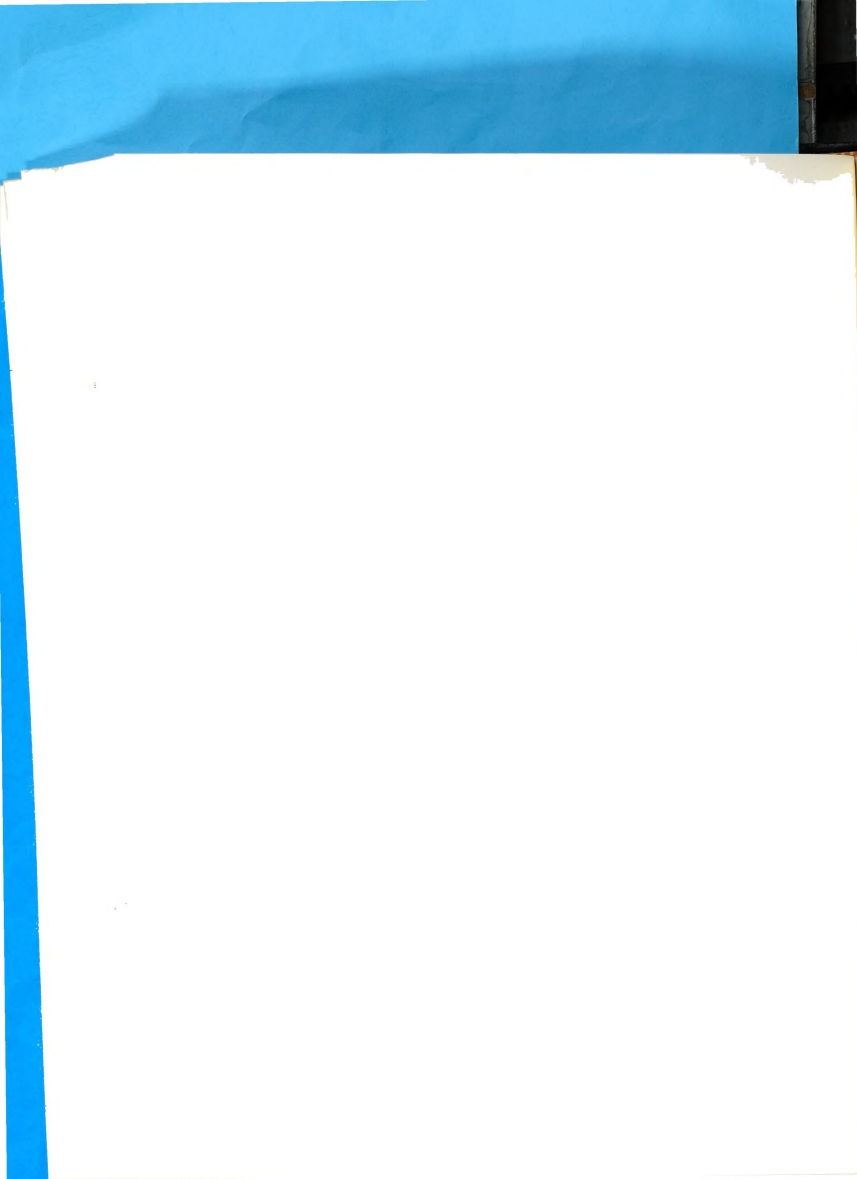
TABLE 4.14
CURRICULUM IMPROVEMENT
1964 AND 1967 RESPONDENTS' VIEWS

Summary	1967 Frequency Count
Better School Plant	1
Encourage Parent-Teacher Associations	1
Government to Supply Textbooks	3
Repair Classroom Floors, Walls, etc.	4

Samples chosen for pre-test were conc better buildings or repairing school possession of wear and tear. See Table 4.14.

Summary: Pre-Test

The pre-test analysis reviewed adequa naires used for the study. It has attempted to s



the responses given to the interview questions. The pattern for main analysis and discussion of the study has been given foundation.

The results of the pre-test are: (1) Primary pupils and graduates did not view the school curriculum as the major factor influencing their occupational choice; (2) lapse of three years did not have effect on the kinds of occupation expected and aspired to by pupils and graduates; (3) whether a school was located in a village or a city made little impact on pupils' and graduates' attitude toward white collar jobs; (4) graduates and pupils viewed that English and Arithmetic helped them most of all school subjects and would like to see schools improve school plant facilities.

Analysis of the Study

Personal and Background Data

Number of Samples Interviewed. -- Out of 307 selected for interviews from Ilorin public schools, 292 persons were available.

Place of Interview. -- 1967 respondents were interviewed in special classrooms authorized by the headmasters. 1964 graduates were found in different places. See Table 4.15.

Age. -- The mean age for 1964 graduates was 19.8. The mean age for 1967 graduates (pupils at that time) was 13.2.

Time of Interview. -- The interviews were conducted between May, 1967, and April, 1968.

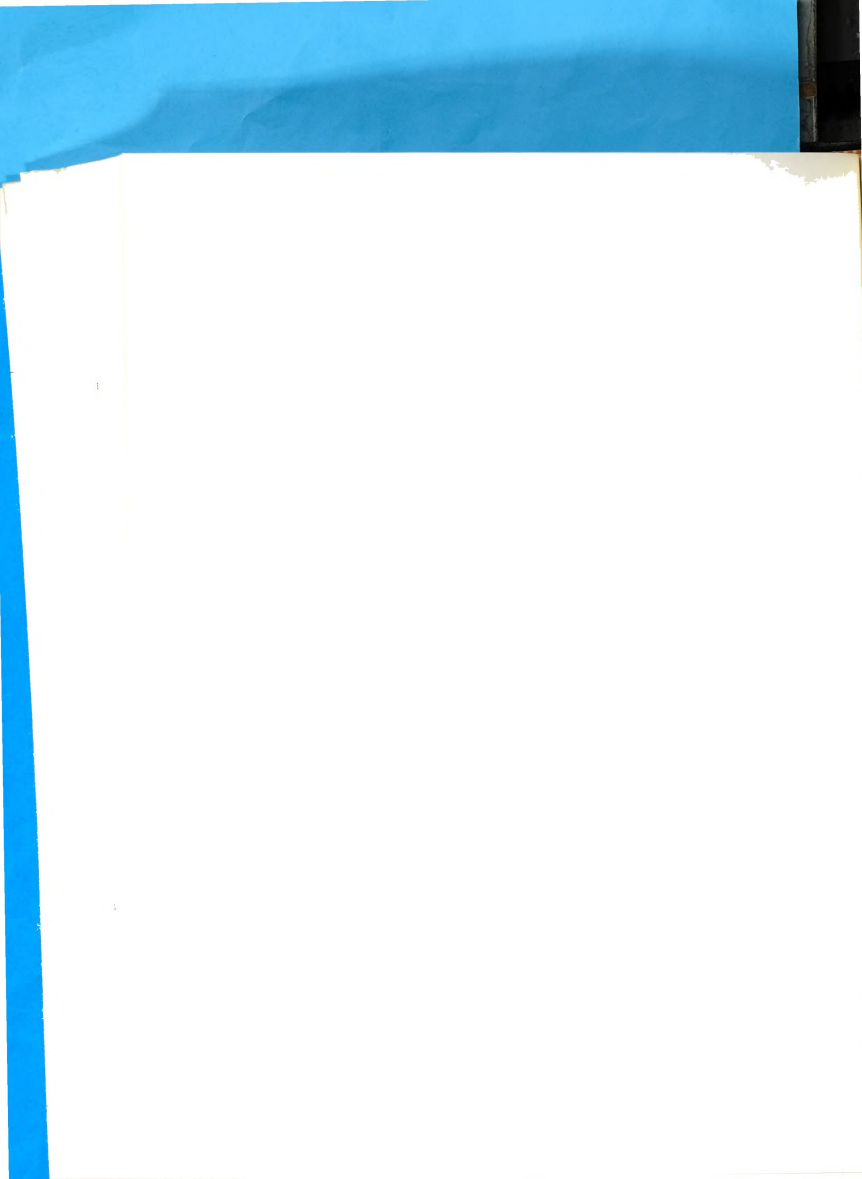


TABLE 4. 15
LOCATION OF 1964 GRADUATES

Where Found	Frequency Distribution
Classroom (Respondents invited through last Headmaster)	25
Residence	23
Private Business and Workshops	18
Offices	11
Photo Studio	5
Motor Parks and Surroundings	5
Barbers' Shops	2
Taxi	1
Police Station	1

Summary of Responses

I. Occupational Status

Questions 1-3. -- Occupational status stated were classified into four categories: the primary graduate now a student, the primary graduate adequately employed, the primary graduate unemployed, and the primary graduate underemployed. See Table 4.16. Most of the interviewed subjects were underemployed. About two in every ten were not employed at all while about three out of ten were



TABLE 4.16
OCCUPATIONAL STATUS*
1964 RESPONDENTS

Post Primary Students	Adequately Employed	Unemployed	Underemployed
11	27	18	35

*See Appendix B for comparative analysis of unemployed persons from January, 1964, to March, 1967, in Ilorin province.

either adequately employed or were in post primary courses. Job distribution among 1964 adequately employed respondents was as follows.

TABLE 4.17
FREQUENCY DISTRIBUTION AMONG
1964 ADEQUATELY EMPLOYED RESPONDENTS

Type of Job	Number Adequately Employed
Salesclerk	5
Weavers (native cloth)	4
Court Clerks	3
Typists	3
Mechanic Apprentice	2
Factory Worker	2
Teachers	2
Agricultural Instructors	2
Forest Guard	1
Police	1
Taxi Drivers	1
Daily Paid Labourers	1
Total	27



All 1967 pupils were in school. Of the 201 interviewed, 28 were underemployed. They lived with other people in order to support themselves in school. The others--173--were classified as "unemployed" since they did not earn a living nor were they underemployed because they did not work for support per se. Working for parents when in primary school was not considered underemployment.

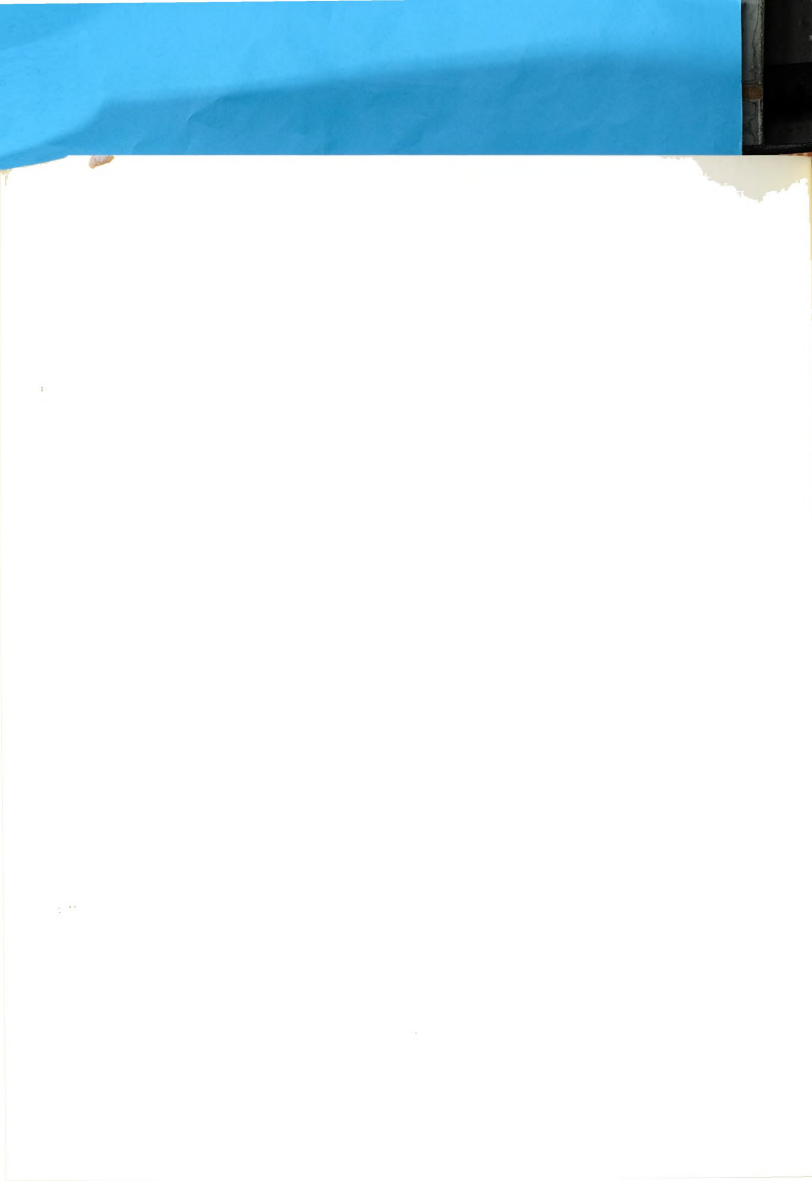
II. Employment and Job Satisfaction

Questions 4-9. -- Those who were employed got their jobs through

- a. entrance examinations followed by interviews
- b. help of friends
- c. influence of relatives

Sometimes a relative of the graduate was the manager of a firm. The son, cousin, or nephew who was a primary seven graduate was employed by the relative. After applications to employers, about three out of ten graduates might be lucky to be employed as sales-clerks, mechanic apprentices, clerks, head-labourers in business, court clerks, policemen, teachers, agricultural instructors, taxi drivers, and labourers under different organizations.

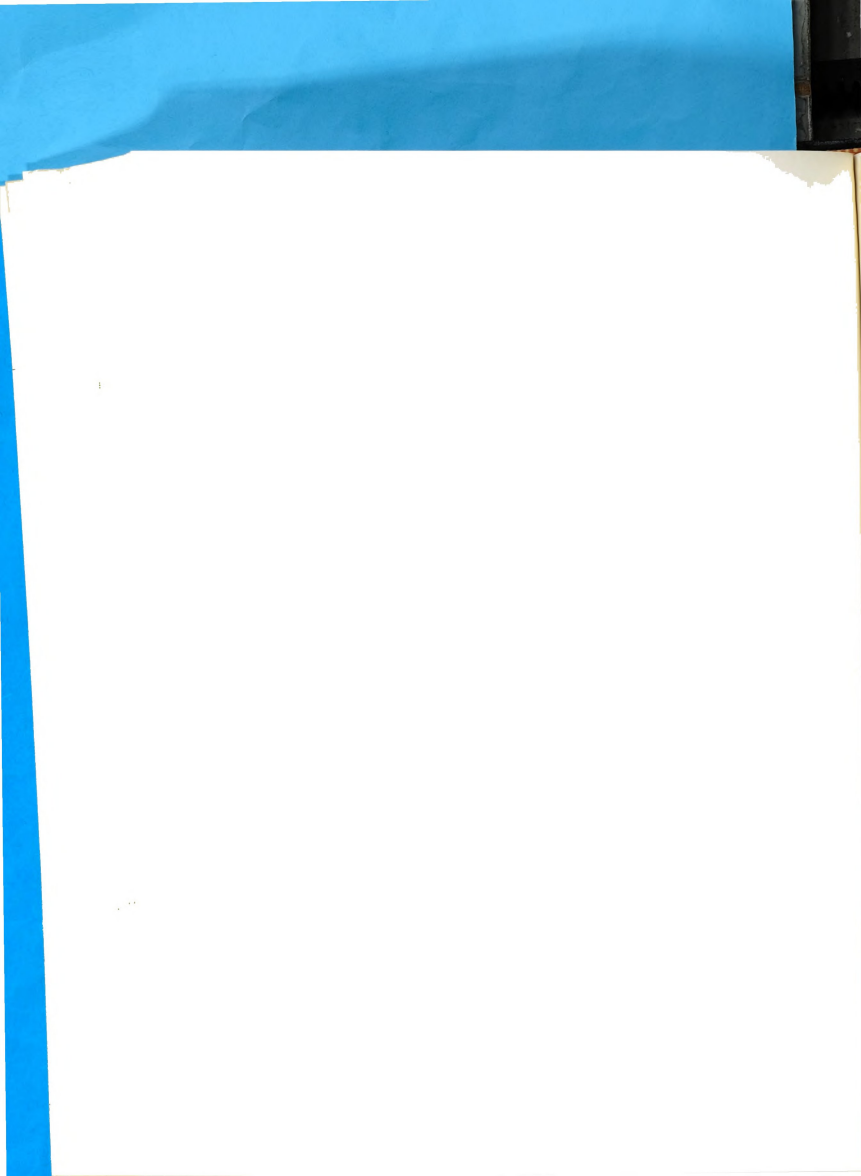
Much effort was expended on getting a job by those who did not have influential persons in business. They wrote many applications



but no one paid any attention to them. Sometimes when they were employed they did not get the job they wanted but took any that came along their way for subsistence.

Those who worked in offices said they wanted their jobs from primary school. The salesclerks said they would have either more schooling or would like to have some kind of clerical work. They helped their parents to sell clothes, hardwares, etc. All those interviewed and employed wanted to further their formal education in secondary schools, teacher training institutions, or craft schools in order of preference. Mechanic apprentices and weavers were included among those who were adequately employed because they did not depend on relatives for their living. Their prime aspiration was higher formal learning and secondary aspiration at the time of interview was occupational.

Respondents interviewed expressed their difficulties in being employed into clerical work. Some attributed their employment problem to low standard of education, some, to lack of "good friends," and others, to lack of money for bribes. They believed if their educational qualification was higher, if they had good friends or neighbors to recommend them, and if they had enough money to bribe those in position to employ them, they might be employed as clerks. Eighteen out of 27 wanted their jobs when they graduated from



Primary school. Nine of the 27 did not want the jobs they were doing at the time of interview when they finished primary school. Twenty-one got their jobs because it was the only available job to them when they finished primary school, and six said they could have gotten another job they wanted when they completed primary school. Three said they disliked their jobs very much, nine of them liked their jobs very much, and 15 expressed average likeness for their jobs. See Table 4. 18.

TABLE 4. 18
JOB SATISFACTION OF EMPLOYED INTERVIEWEES

Interested in Job from Primary School	Not Interested in Job from Primary School	Only Job Available After Primary School	Not Only Job Available	Present Job Satisfaction*				
				1	2	3	4	5
18	9	21	6	3	0	15	0	9

- * 1 = Dislike job very much
 2 = Dislike
 3 = Average liking
 4 = Like
 5 = Like very much

SOURCE OF EMPLOYMENT

Influence of Relatives	Friends	Others
6	3	18



The following comments were taped, reviewed, and recorded in determining job satisfaction of respondents employed. These were selected at random.

- A. Forest Guard: (Liked his job) "I want to prevent people from destroying good trees."
- B. Agricultural Assistant: (Disliked his job) "I dislike this job because small education cannot get promotion quickly."
- C. Agricultural Instructor: (Liked his job) "I like this job because I want to advise farmers on good methods of farming."
(Questioned for interest by researcher: "Would you like to be a farmer yourself?" Answer: "No.")
- D. Teacher: (Like very much) "I have interest in teaching more than any other work."
- E. Court Clerk: (Like very much) "I have great interest in this work but I do not know why."
- F. Typist: (Like his work) "I like office work."
- G. Mechanic Apprentice: (Like) "I did not like it at first but now I like to repair motor-cycles."
- H. Taxi Driver: (Like) "It is the only job that I got to do."
- I. Policeman: (Dislike) "I want to be a clerk."

III. Parental Background

Questions 10-20. -- Almost all (except ten) lived with their parents, while attending school.

Two types of occupation common among male parents or guardians were farming and weaving, among female parents or guardians, trading and weaving. The women sold provisions, cosmetics, and a collection of various household needs such as first aid medicine, strings, wool, pans, etc. Some who lived in Ilorin city wove cloth.

Only one of the 292 parents of respondents (a father) had education above high school. Most of the parents were illiterates and the rest were educated only to a maximum of secondary school level. While one may think that the percentage of literacy was too low for male, it was worse for the females. No mother had been to any formal institution beyond the primary school level, and only 1.1% had even that primary education.

TABLE 4.19

PARENTAL BACKGROUND A. RESIDENCE WITH PARENTS

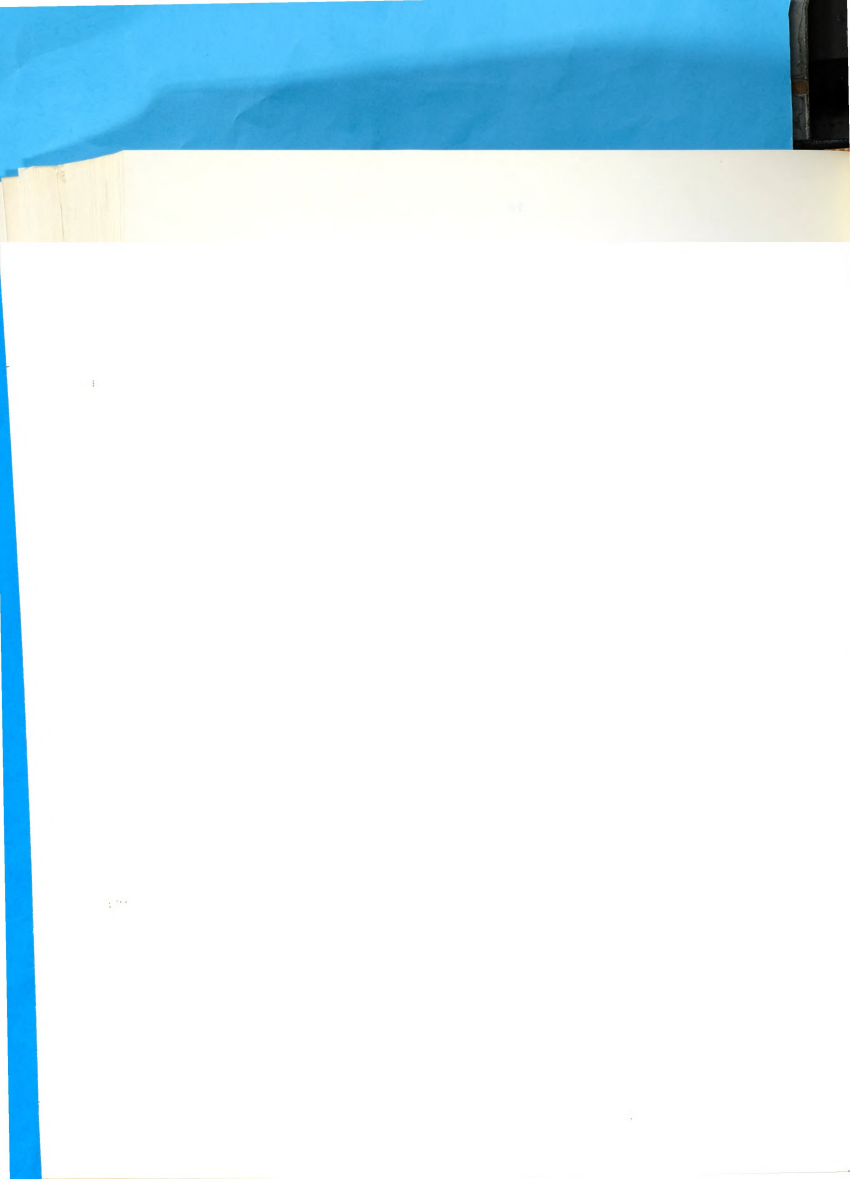
Number of Respondents	Lived with		
	Parents	Relatives	Other
1964	87	3	1
1967	195	6	0

TABLE 4.19

B. SOCIO-ECONOMIC LEVEL OF PARENTS OR GUARDIANS

Education					
	Illiterate	Primary Seven	Teacher Training or Secondary School	Above	
Male					
1964	86	4	0	1	
1967	192	5	4	0	
Female					
1964	90	1	0	0	
1967	199	2	0	0	
Occupation					
	Trading	Farming	Clerical/ Teaching	Craft	Other
Male					
1964	20	60	1	10	0
1967	45	107	15	34	0
Female					
1964	80	11	0	0	0
1967	104	50	0	47	0

Even by Nigerian standards graduates' parents interviewed could be classified only as of low economic status with exception of



very few (about 2%) who might be within the range of low and high economic status. See Table 4.19.

IV. A. Informal Training;
B. Religion; C. Time Use

Questions 21-26. -- Since primary school, only five had been in an apprentice program out of 91 (1964) graduates. Twelve out of 201 were in apprentice programs among 1967 respondents. The kinds of apprenticeship taken by graduates in Ilorin province were mechanic, photography, driving, tailoring, and bricklaying. Only two had completed training at the time of interview. No person interviewed took any correspondence courses leading to London Certificate General Education Examination. Time of interview was third year after primary education. (Some educators believe that educational aspirations of the primary school graduates are so strong that they take these courses to improve their occupational status.)

Observation of responses show that over 60% (64%) of those interviewed were Moslems. The rest were Christians (Protestant). They were all faithful in attending services on worship days and hours but the employed persons were more faithful than the unemployed or

underemployed. Those who attended services regularly did not seem to care whether they had white collar jobs or not.

Questioned on what the respondents did during their spare time, the employed ones said they helped their parents, studied, and played with friends and kinsfolk. Those who were unemployed roamed streets and visited friends and labour offices for employment. The 45 unemployed persons seemed to have one thing in common when asked what they did with most of their time. It was either (a) looking for employment or (b) looking forward to going for further education. They did not congregate as the underemployed persons. They went about almost all singly.

It was observed that most of the employed graduates were found in the urban areas. Graduates found in rural areas were mostly either unemployed or underemployed. See Table 4.20 A, B, and C.

TABLE 4.20

A. INFORMAL EDUCATION OF INTERVIEWEES

	Apprenticeship		Correspondence Courses	
	Taken	Not Taken	Taken	Not Taken
1 964	5	86	0	91
1 967	12	189	0	201

TABLE 4.20

B. RELIGION OF INTERVIEWEES

Groups	Moslem		Christian		Other	
	Regular	Irregular	Regular	Irregular	Regular	Irregular
1964	63	-	28	-	-	-
1967	126	-	75	-	-	-

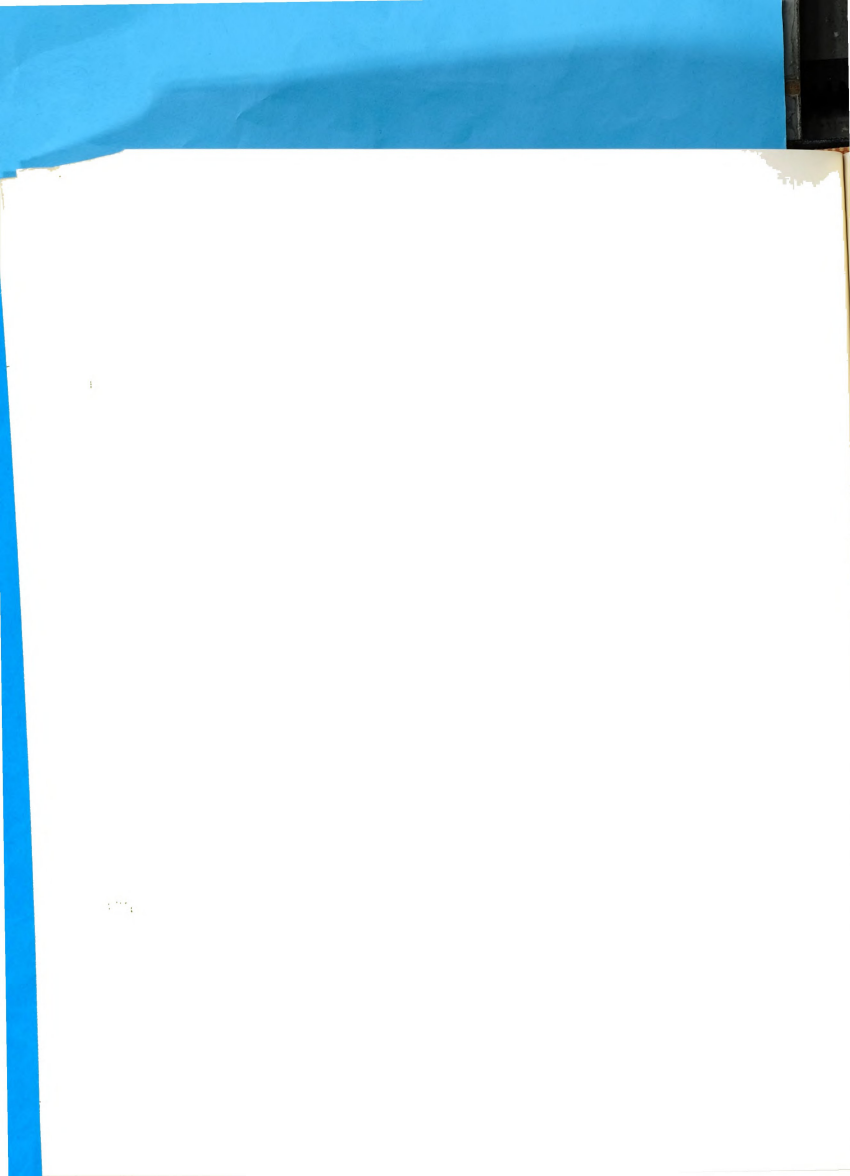
TABLE 4.20

C. TIME USE OF INTERVIEWEES

1964 and 1967 Groups	Employed	Unemployed	Under- employed	Student
Study	27	-	-	212
Play	18	18	-	150
Help Family or Guardian	27	-	35	130

Selected Influences on
Occupational Choice

Questions 27-37. -- The respondents were questioned whether they expected to live in certain places, go to further training in a particular vocational field, or do certain jobs five years from the time of interview. These questions were to throw light on the occupational expectation of respondents which, later, would determine



whether **the** jobs expected were influenced by primary education.

Questions that set frame of reference for such occupational expectations **would** also help to determine the extent of other influences such as **residential**, educational, and geographical factors.

The responses to these questions showed that the interviewees **expected** to live in urban places, work or look for work there, and **expected** to further their formal education in any good institution at the **earliest** opportunity. Some interviewees seemed to find it difficult to **think** of the kind of work they expected to do five years from the time **of** interview. They looked confounded and tongue-tied when asked: "What do you expect to do five years from now?" The first usual **reply** of some was, "I don't know," while some others showed an **attitude** of "Why bother with the issue? I have given no thought to **that!**"

Different kinds of work mentioned are tabulated as follows

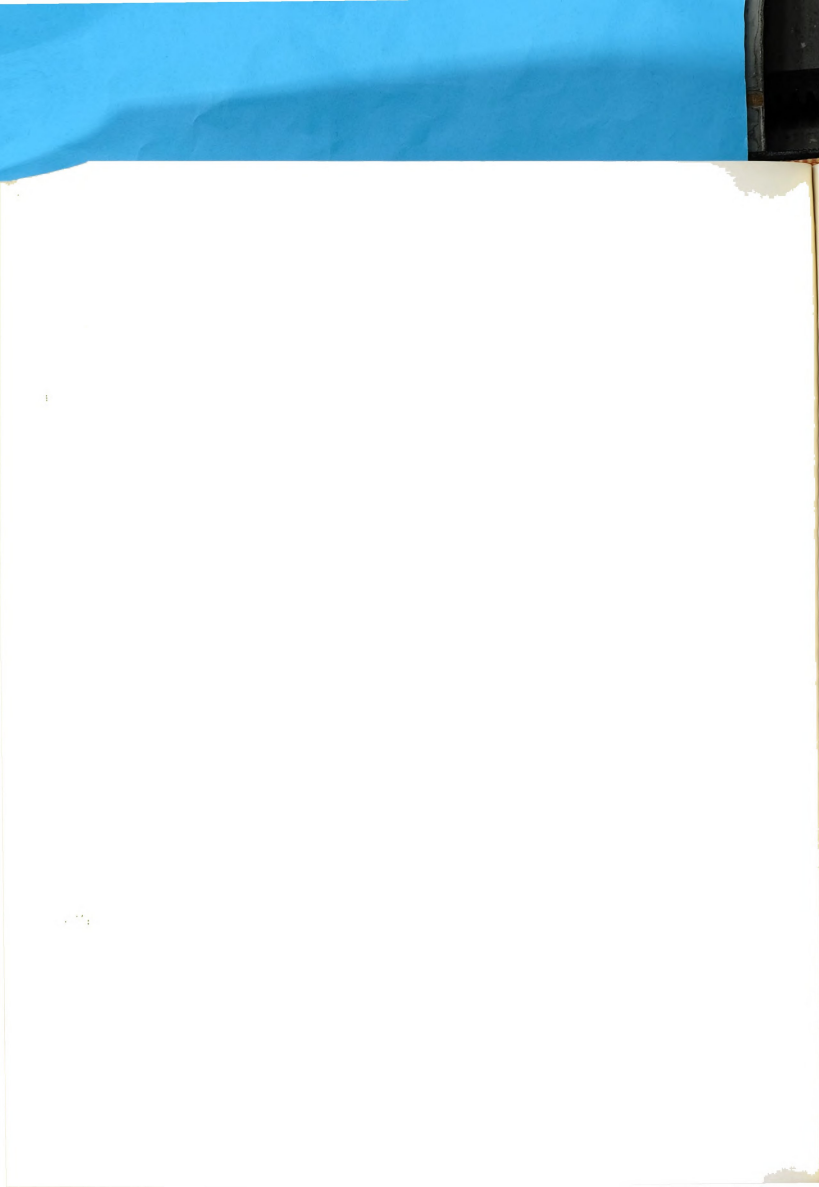
under "White Collar Jobs" and "Non White Collar Jobs."

White Collar Jobs

Clergyman
Nursing
Office Clerks
Police
Student
Salesclerk
Teaching
Typist

Non White Collar Jobs

House-boy
Janitor
Labourer
Mechanics
Photography
Radio Repairing
Taxi-driving
Weavers



Questions on occupational aspirations were similarly framed to find out what kinds of work interviewees would like to do if anything were possible five years from the time of interview.

TABLE 4.21

SELECTED INFLUENCES ON OCCUPATIONAL CHOICE
OF 1964 AND 1967 GROUPS

Residential Aspirations		Residential Expectations	
Rural	Urban	Rural	Urban
-	292	-	292
Educational Aspirations		Educational Expectations	
Further Training	No Further Training	Further Training	No Further Training
292	-	292	-
Occupational Aspirations*		Occupational Expectations*	
White Collar Jobs	Non White Collar Jobs	White Collar Jobs	Non White Collar Jobs
260	32	256	36

*White Collar Jobs and Non White Collar Jobs were determined by counting the number of soft jobs a person mentioned among all the jobs he mentioned. If these were half or more of the jobs listed, he was regarded as White Collar Job expectant or aspirant; if less than half, he was regarded as Non White Collar Job expectant or aspirant.

Responses given were similar to those given under occupational expectations. Respondents said they expected to be in the university, to be doctors, lawyers, surveyors, principals of schools, managers, and wanted positions which lend themselves to white collar jobs. Further questions on how they would expect to get this job in five years seemed to direct their thinking to be more realistic to mention jobs listed above.

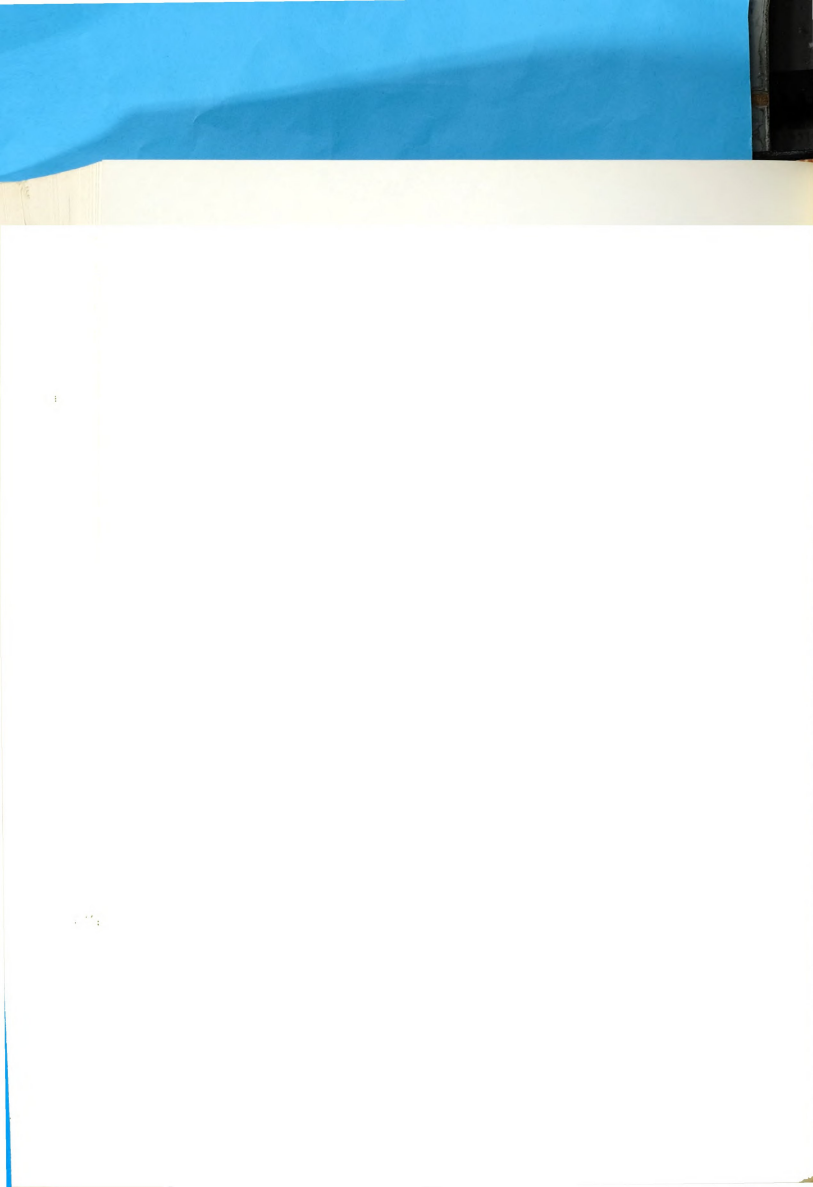
It was noted that respondents in urban and rural areas, of 1964 and 1967, repeatedly mentioned similar jobs which were less than a dozen among 46 jobs available in Ilorin province. Some of them are: Cook, Steward, Typist, Drivers (all kinds), Labourers, Bar-Hotel Managers, Night-watchmen, Security Guards, Bricklayers, Gardeners, Telephone Operators, Book-keepers, Vendors, etc. Compare job lists on page 83 and in Appendix B.

VI. Educational Influences

Questions 38-53. -- It was hoped that this study would find out whether interviewees found anything they experienced in Primary School helpful to them in their present occupational status. Table 4.22 gives an overview of most helpful subjects and other experiences according to those interviewed.

TABLE 4.22
MOST HELPFUL SUBJECTS/CURRICULUM IN
OCCUPATIONAL STATUS
PUPILS AND GRADUATES

Jobs	Frequency Distribution Primary School Subjects and Experience						
	Arith.	Art	Engl.	Geog.	Hist.	Science	Other
Salesclerk	5	0	5	0	1	0	0
Weavers	4	0	4	0	0	0	0
Court Clerks	3	0	3	0	1	0	0
Typists	3	0	3	0	0	0	0
Agricultural Inspectors	2	0	2	1	2	1	0
Mechanic	2	0	2	0	0	0	0
Factory Worker	2	0	2	0	1	0	0
Teachers	2	0	2	0	0	0	0
Forest Guard	1	1	1	1	0	1	0
Daily Paid Labourers	1	0	1	0	0	0	0
Police	1	0	1	0	0	0	0
Taxi Drivers	1	0	1	0	0	0	0
Underemployed Respondents	20	0	30	3	5	3	2
Students	11	3	11	5	8	7	3
Unemployed Respondents	2	0	18	0	0	0	0
Total	70	4	86	10	18	12	5



VII. Educational Influences

Responses to questions 54-69 consist of the following issues:

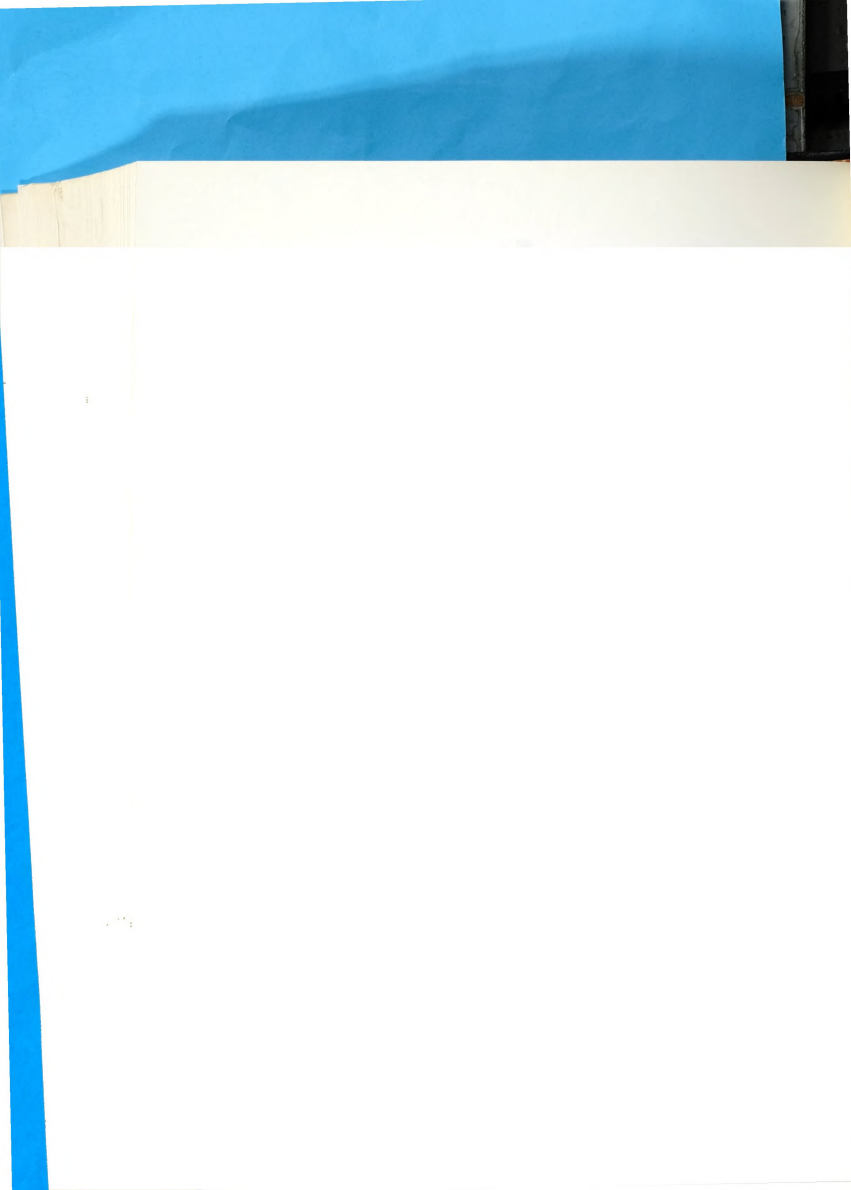
1. Occupational expectations of pupils and graduates affected by primary education.
2. Occupational aspirations of pupils and graduates affected by primary education.
3. Effects of maturity on aspirations and expectations of white collar jobs chosen because of primary education.
4. Effect of school location on pupils' and graduates' views of primary education programs.
5. Effect of occupational information in primary school.
6. Pupils' and graduates' reaction to curriculum improvement.

Hypothetical statements made are in line with the specific objectives of the study and will be tested at the five percent level of significance, using F test.

Figures were obtained for calculations for the tests through Analysis Charts developed and explained in detail in the Appendix.

A. Influence of Education on Occupational Expectations:

Objective 1, Hypothesis 1. -- Pupils view primary education as a strong factor affecting their occupational expectations for white collar jobs.



Pupils interviewed in their last year of primary school did not mention most of the jobs they expected to do five years from the time of interviews because of primary education.

Table 4.23 gives an overview of their responses. Null hypothesis was not rejected at both .01 and .05 levels of significance in F test.

Objective 3, Hypothesis 2. -- Graduates view primary school programs as a strong factor affecting their occupational expectations for white collar jobs.

Graduates of 1964 interviewed did not choose most of the jobs expected and listed in Question 30 because of primary school experiences. See Table 4.18. The null hypothesis was not rejected at both .01 and .05 levels of significance (F test).

B. Influence of Education on Occupational Aspirations:

Objective 2, Hypothesis 3. -- Pupils view primary school programs as a strong factor affecting their aspirations for white collar jobs.

The number of jobs chosen because of primary education were not as many as jobs chosen because of other influences. F test shows that the null hypothesis is not rejected at both .05 and .01 levels of significance for the difference between the mean for Primary Education Influenced White Collar Jobs and Non Primary Education Influenced White Collar Jobs. See Table 4.24.

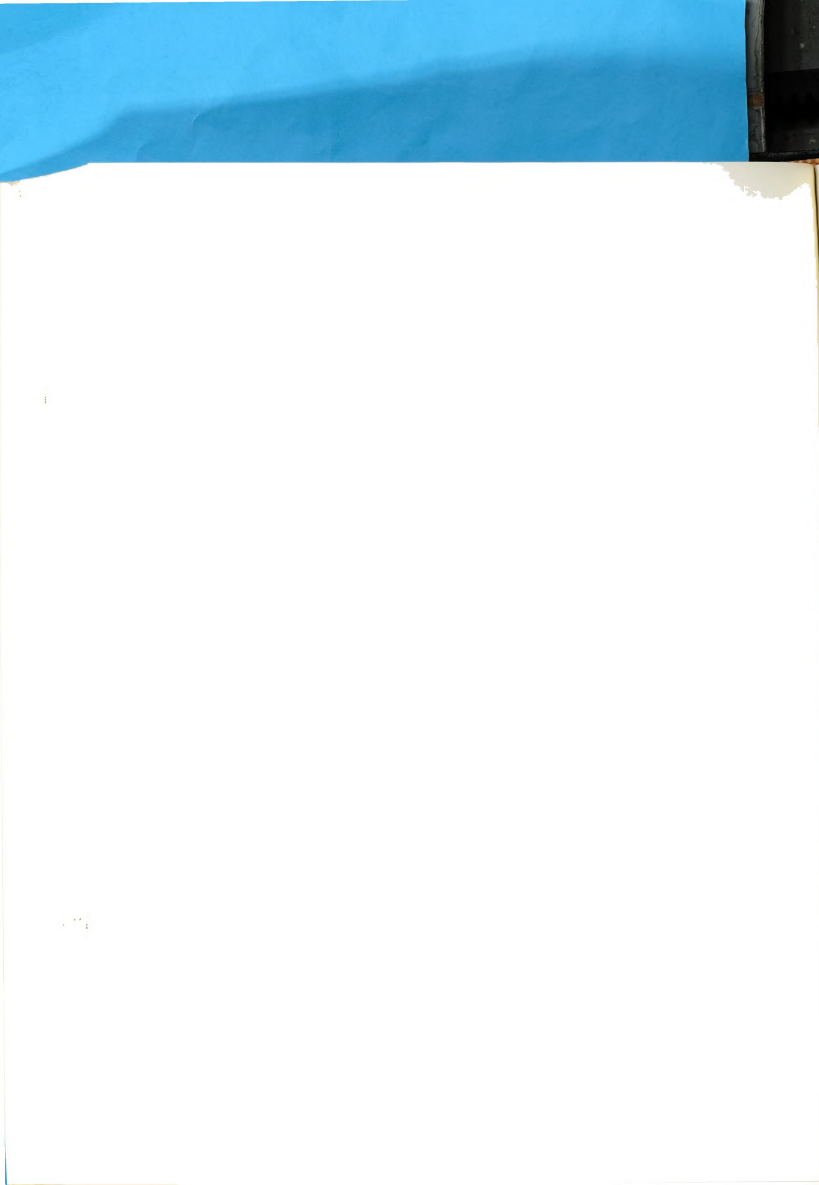


TABLE 4.23
OCCUPATIONAL EXPECTATIONS OF 1964 AND 1967 RESPONDENTS

Groups	Total No. of Jobs Mentioned in Question 30	Total No. of White Collar Jobs Among Jobs Listed in Question 30	Total No. of White Collar Jobs Influenced by Primary Education	Total No. of White Collar Jobs Not Influenced by Primary Education	Difference Between Primary Education Influenced and Non Primary Education Influenced (F-Values)
1967	941	588	198.78	389.22	$F = < .0005$
1964	406	275	104.52	170.48	$F = .221$

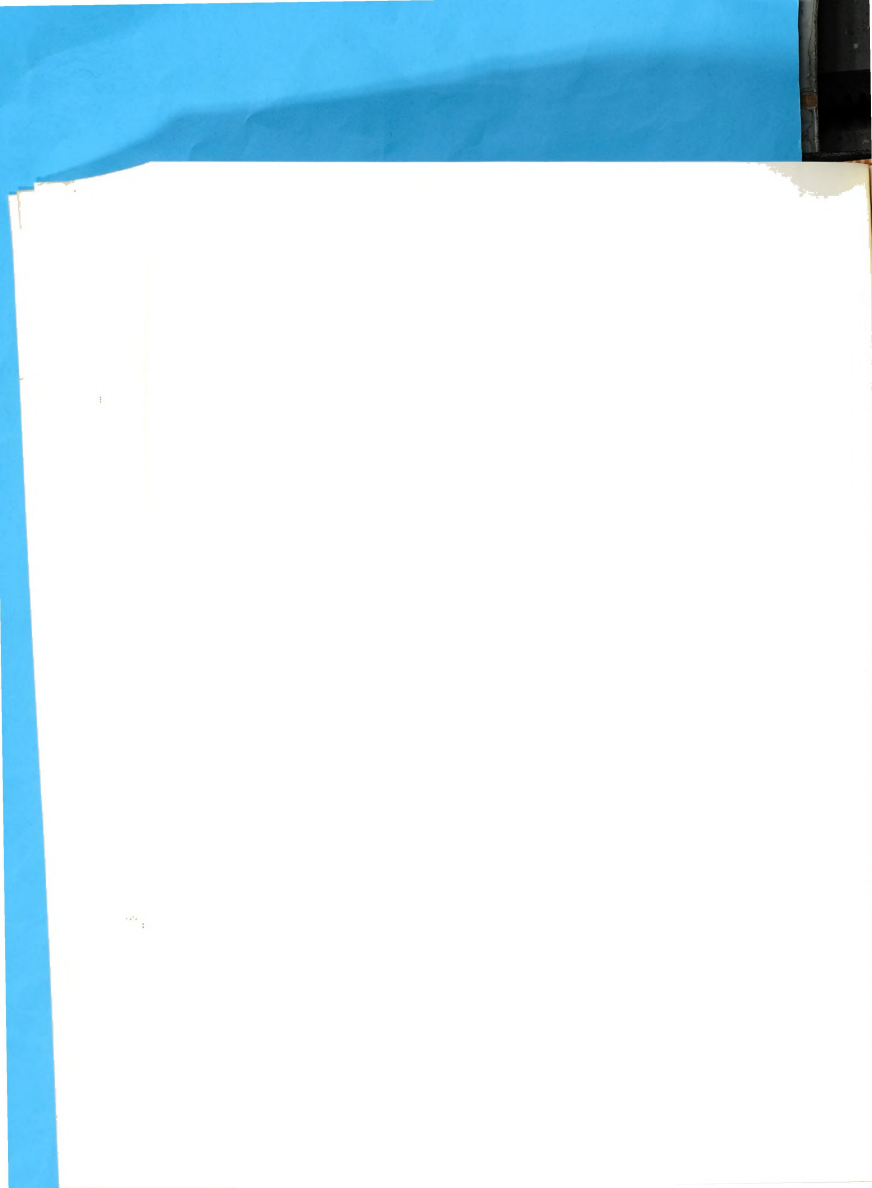
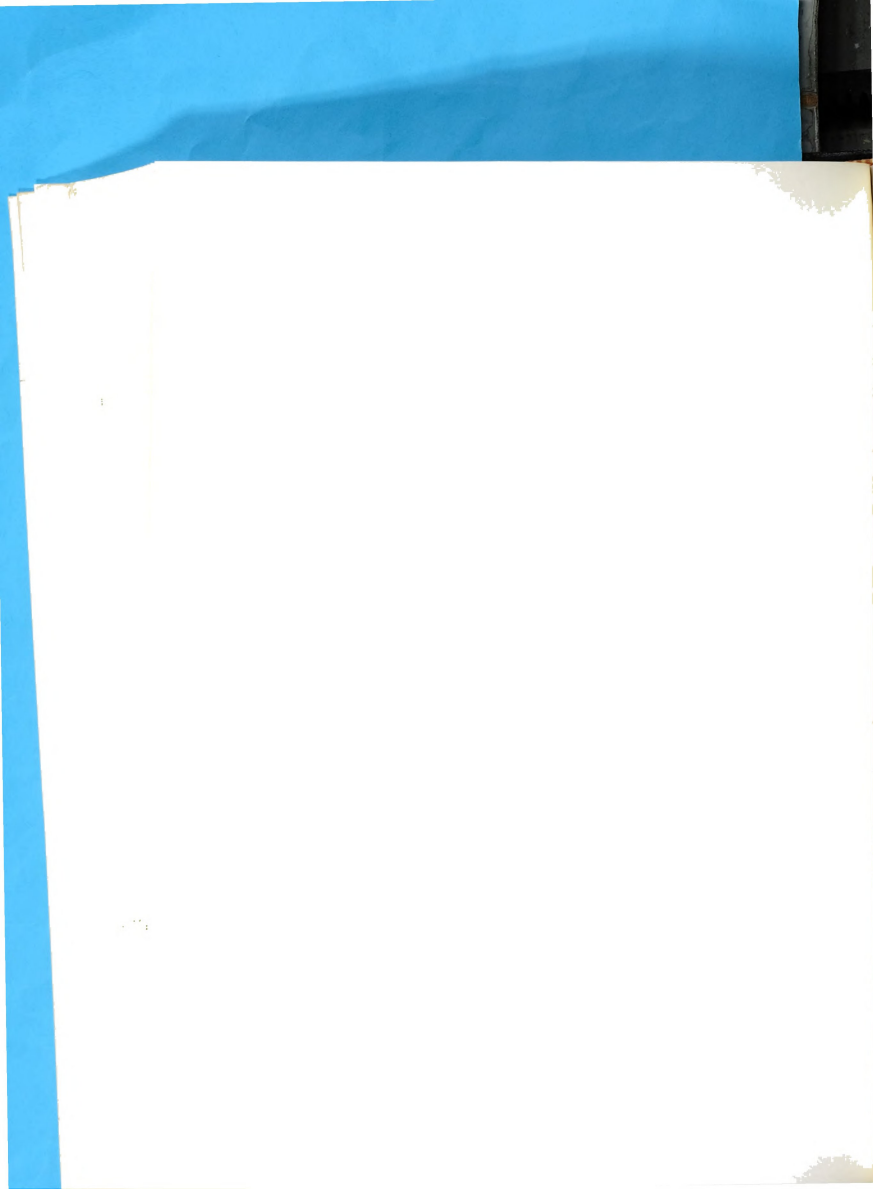


TABLE 4.24
OCCUPATIONAL ASPIRATIONS OF 1964 AND 1967 RESPONDENTS

Groups	Total No. of Jobs Aspired to in Question 35	Total No. of White Collar Jobs Among Jobs Listed in Question 35	Total No. of White Collar Jobs Influenced by Primary Education	Total No. of White Collar Jobs Not Influenced by Primary Education	Difference Between Primary Education Influenced and Non Primary Education Influenced (F-Values)
1967	910	609	197.98	411.02	$F = < .0005$
1964	416	272	99.04	172.96	$F = .069$



Objective 4, Hypothesis 4. -- The same question asked for pupils was used for graduates.

Table 4.24 shows results for graduates also. It will be noted that the null hypothesis is not rejected and that jobs chosen because of other influences were more than jobs chosen as a result of primary school experiences.

C. Influence of Maturity on Interviewees' Perception of the Effects of School Programs: Objective 5, Hypothesis 5. -- Occupations expected and aspired to because of primary education by 1967 pupils differ significantly from occupations expected and aspired to by 1964 graduates.

TABLE 4.25
INFLUENCE OF MATURITY
1964 AND 1967 RESPONDENTS

Average White Collar Job Primary Education Influenced		F Test for Variation of Responses Primary Education Influenced 1964 and 1967*
1967 Mean	1964 Mean	
33.1	16.96	F = .9

*Approximate significance probabilities of above F levels.

Careful observation of jobs mentioned by 1964 graduates and 1967 pupils in their last year of school shows that both groups expect

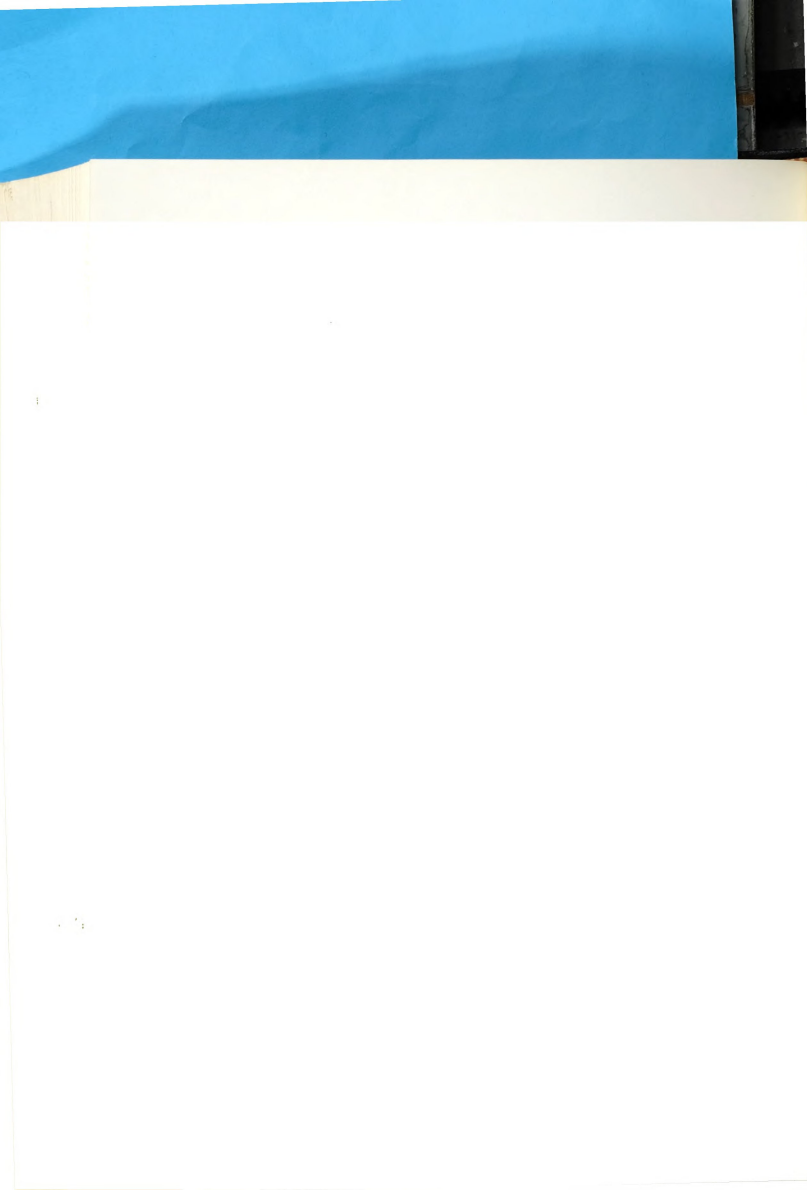
and aspire to similar jobs. F test shows that the null hypothesis is rejected both at .05 and .01 level of significance, see Table 4.25, and pupils aspire to more white collar jobs than graduates.

D. Influence of School Location on Interviewees' Perception of Primary School Program: Objective 6, Hypothesis 6. -- Rural pupils and graduates expect and aspire to more white collar jobs because of primary education than urban pupils and graduates.

All White Collar Jobs Primary Education Influenced for rural and urban pupils and graduates were summarized. Careful observation of jobs mentioned by rural and urban respondents showed that pupils and graduates from both geographical locations expect and aspire to the same kind of white collar jobs, but Table 4.26 shows the F result of mean squares for both rural and urban influenced groups. The null hypothesis is rejected at .05 level because approximate significance above F level = .79.

TABLE 4.26
INFLUENCE OF SCHOOL LOCATION
RURAL AND URBAN RESPONDENTS

Primary Education Influenced White Collar Job		F Test for Difference Between Rural and Urban
Rural Mean	Urban Mean	
39.1	60.9	F = .79



E. Overall Picture of Educational Influences on Attitudes

Towards Work--Pupils and Graduates: Objective 7, Hypothesis 7.--

Pupils and graduates from rural and urban schools view primary education as the strongest factor affecting their choice of white collar jobs.

Samples studied, according to the interviews, showed that pupils and graduates chosen did not view primary education as the strongest influence on their choice of occupations. F test computed shows in Table 4.27 that the null hypothesis was not rejected at .05 level.

TABLE 4.27

INFLUENCE OF EDUCATION ON OCCUPATIONAL
ASPIRATIONS AND EXPECTATIONS
1964 AND 1967 GROUPS -

Total White Collar Jobs		F Test
Primary Education Influenced Mean	Not Primary Education Influenced Mean	
50.03	95.31	F = -1.65

F. Occupational Information: Objective 8.--Do primary

pupils and graduates think occupational information would make any difference to their present occupational status, occupational expectations, and occupational aspirations? (Questions 66-68).

The responses on whether pupils and graduates thought occupational information would affect them are given in the table below.

TABLE 4.28
OCCUPATIONAL INFORMATION FOR A.I.J. RESPONDENTS

	Will Affect	Will Make No Difference
Occupational Aspirations	35	257
Occupational Expectations	141	151
Occupational Status	100	192

It appears from the tabulated responses that pupils and graduates selected did not think occupational information would make much difference to their occupational status, occupational aspirations, and occupational expectations.

G. Curriculum Improvement: Objective 9. -- What do pupils and graduates say about Primary School programs? (Question 69).

The responses on pupils' and graduates' views regarding curriculum improvement are given in Table 4.29.



TABLE 4.29
CURRICULUM IMPROVEMENT
1964 AND 1967 RESPONDENTS' VIEWS

Summary of Responses	Frequency Count 1964	Frequency Count 1967
Better School Plant (bigger building)	6	13
Do Not Know What to Suggest	50	101
Encourage Parents to Visit Schools	8	5
Government to Supply Text- books and School Materials	41	100
More Teaching Supervision	3	0
Reduce School Fees	1	0
Repair of Classroom Floors, Walls, and Other School Belongings	14	68

Summary

This chapter was devoted to the presentation of data gathered through the use of the interview research technique applied to 292 boys. Ninety-one of these boys finished primary school in 1964 and 201 were in primary seven in 1967.

Areas of discussion included, first, for the pre-test analysis, and then, analysis of the study, the following major items:

1. Personal and Background Data
2. Educational Influences as Perceived by the Interviewees.



CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS, RECOMMENDATIONS

Introduction

This chapter draws from the preceding chapters the crucial and central elements of the study findings. Some general conclusions will be formulated, based on the data obtained in this study. The implications arising from these conclusions viewed, first, in light of the study findings and, second, in the investigator's views, will be stated, and finally, some recommendations for further study, research, deliberations and possible action will be delineated.

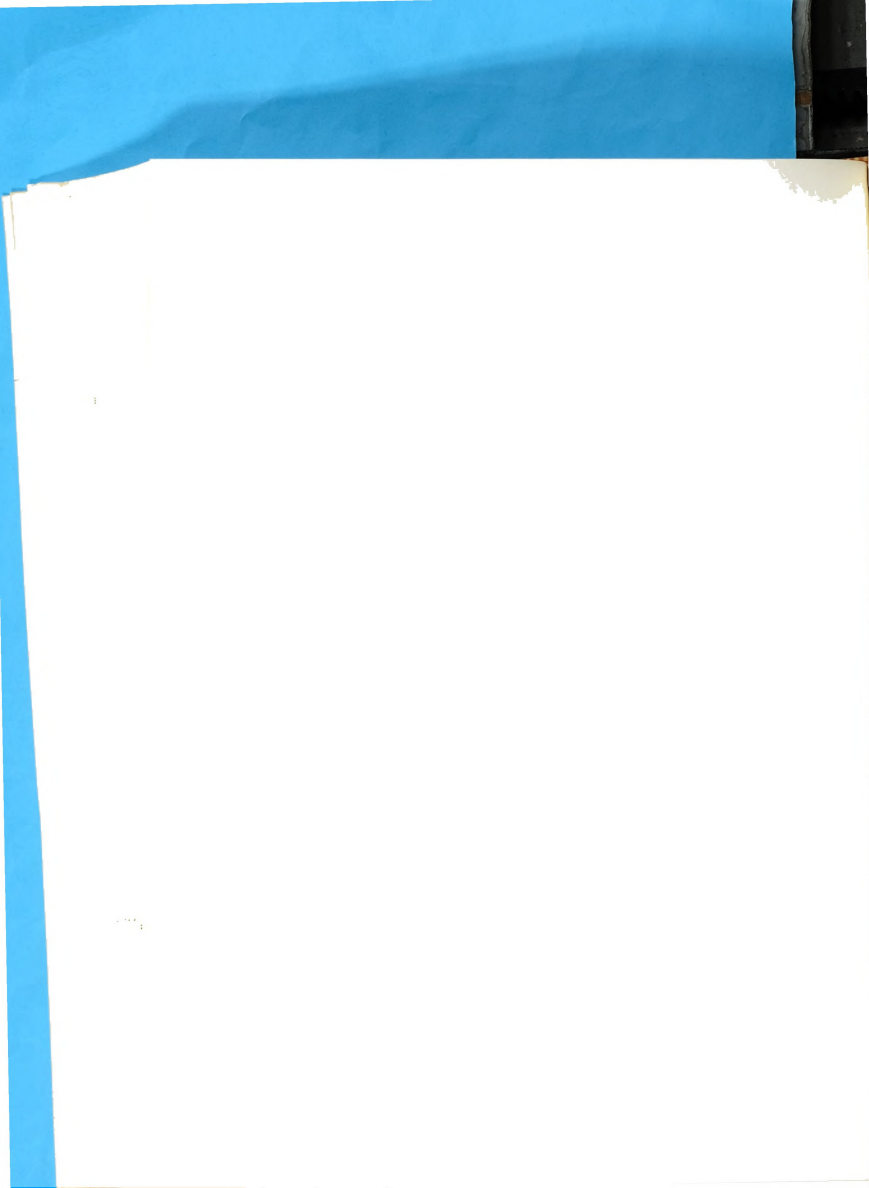
Summary

The Design and Brief Overview of the Problem

This study was designed to collect information on how school pupils and graduates perceive the influence of education on their occupational choices in Nigeria. Samples were selected from Ilorin public schools. The population included pupils who finished primary

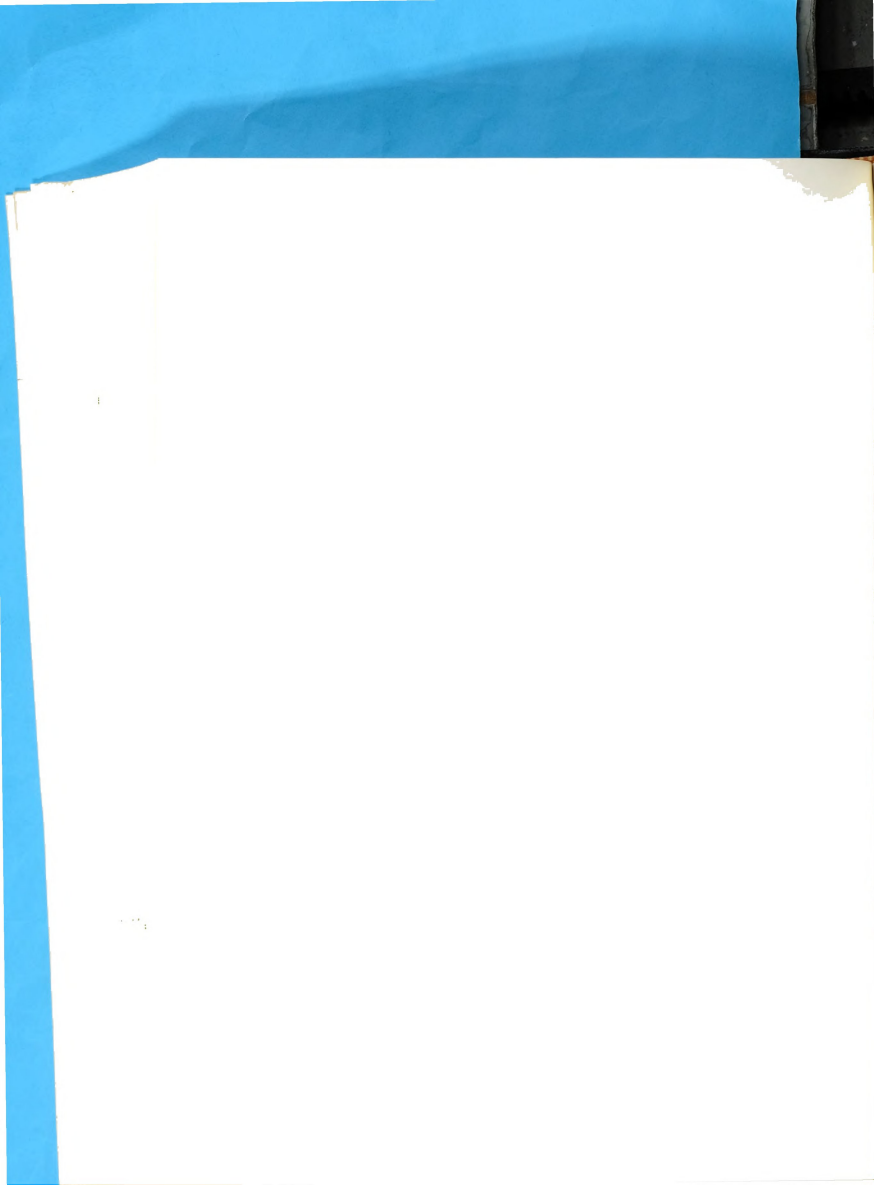
seven in 1964 and those who were about to finish primary seven in 1967 from rural and urban areas. Information on their background included (1) basic personal characteristics, such as age, occupational status, informal education, time use; (2) motivations for occupational choices, such as religion, socio-economic status of parents, and educational and residential opportunities; (3) the kinds of jobs they expect (possible for them to get) five years from the time of interview; and (4) the kinds of work they would like to get if anything were possible five years from the time of interview. Other facets of the study were to deal with (1) educational influences (school subjects and personnel) on jobs listed as expected or aspired to; (2) pupils' and graduates' perception of the need for occupational information in the primary school; and (3) pupils' and graduates' reaction to curriculum improvement (what they would suggest for improving the school programs). It was hoped that through these pieces of information generalizations could be made for curriculum evaluation and improvement for Nigerian elementary schools.

A total of 307 boys meeting the criteria established were chosen on a random basis from twelve schools. From this population 292 boys were available; however, those who were not available because of lack of records or addresses after many trials to reach them were replaced with other persons selected from the same



population of 1964 or 1967 (whichever applies) by using the table of random numbers for selection. The following nine special objectives were explored:

1. The influence of primary school programs on occupational expectations of pupils.
2. The influence of primary school programs on occupational aspirations of pupils.
3. The influence of primary school programs on occupational aspirations of graduates.
4. The influence of primary school programs on occupational expectations of graduates.
5. The influence of maturity on choices of jobs.
6. The influence of school location on white collar job aspirations and expectations.
7. The overall picture of the influence of education on occupational aspirations and expectations.
8. Pupils' perception of occupational information as it may affect their occupational status, occupational aspirations and expectations.
9. Respondents' views on improvement of the school programs.



The white collar jobs mentioned because of primary education were compared with white collar jobs not influenced by primary education and analyzed in statistical model of t or F test.

The following limitations were seen as bearing upon this particular study:

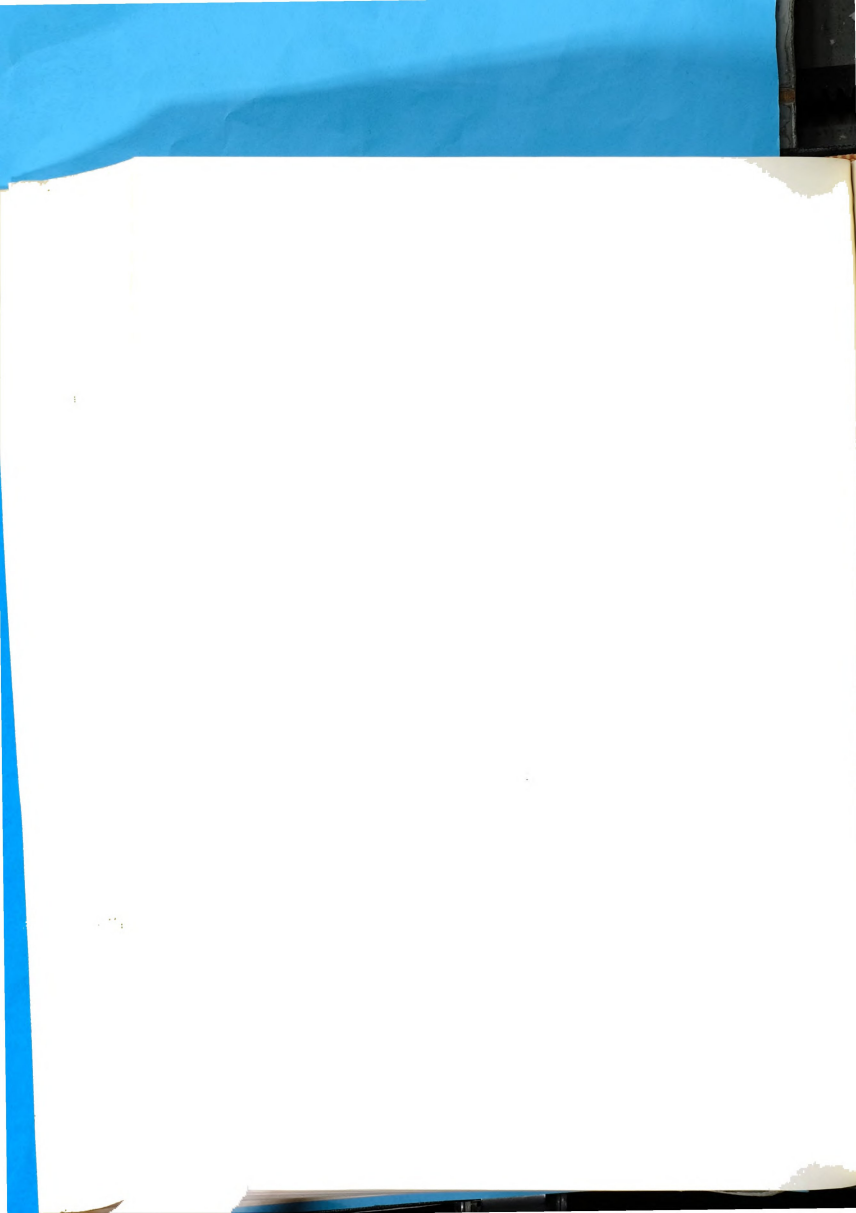
1. Because of the social setting and civil war which may adversely affect responses of girls, boys only were selected for this study.
2. The Northern Yorubas and the Nupes only were included in the sample.
3. Graduates not found were replaced by others available.
4. Only public schools in Ilorin province were used for this study.

Personal Information

The mean age for 1964 graduates was eighteen years and that for 1967 was fourteen. The interviewees were visited between March, 1967, and April, 1968.

Pupils who were in their last year in school were interviewed in groups. Graduates were found in different places which included offices, business sheds and workshops, police stations, taxis, motor parks, and private residences.

Eighteen of the 292 persons interviewed were unemployed among 1964 graduates and twenty-eight among the pupils. Thirty-five



who were underemployed among the graduates ran errands for their masters and eleven of the graduates were in further training.

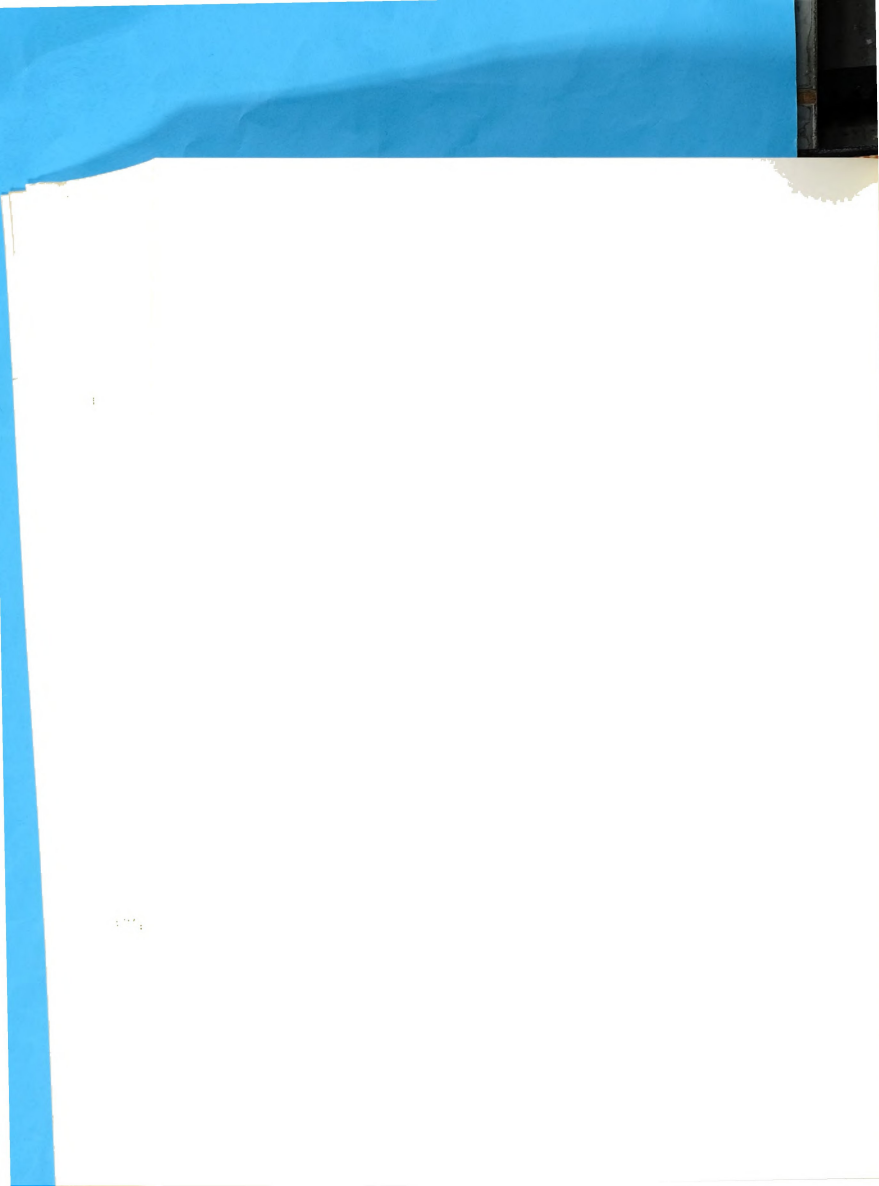
Those who were adequately employed among the graduates did various jobs such as salesclerk, typing, mechanic apprentice, court clerk, forest guard, factory work, police, teaching, and weaving the native cloth.

Employed persons got their jobs through the influence of relatives, friends, or corporations. In the study, eighteen persons were interested in their jobs from primary school, nine of them were not; twenty-one of the twenty-seven thought their jobs were the only available jobs whether they wanted them or not since the time they completed primary school. Fifteen of them expressed average liking for their jobs, three disliked their jobs very much, and nine liked their jobs very much.

Among 1964 and 1967 pupils of the study, ten lived with their relatives or guardians and the others lived with their parents.

The parents were mostly illiterates. Only fourteen of the guardians or parents of the 292 boys had any formal education. None of their mothers had education beyond primary school

The male parents and guardians were farmers, traders and craftsmen, but mostly farmers and traders. Mothers were mostly traders and housewives only, helping the male counterparts on the farm.



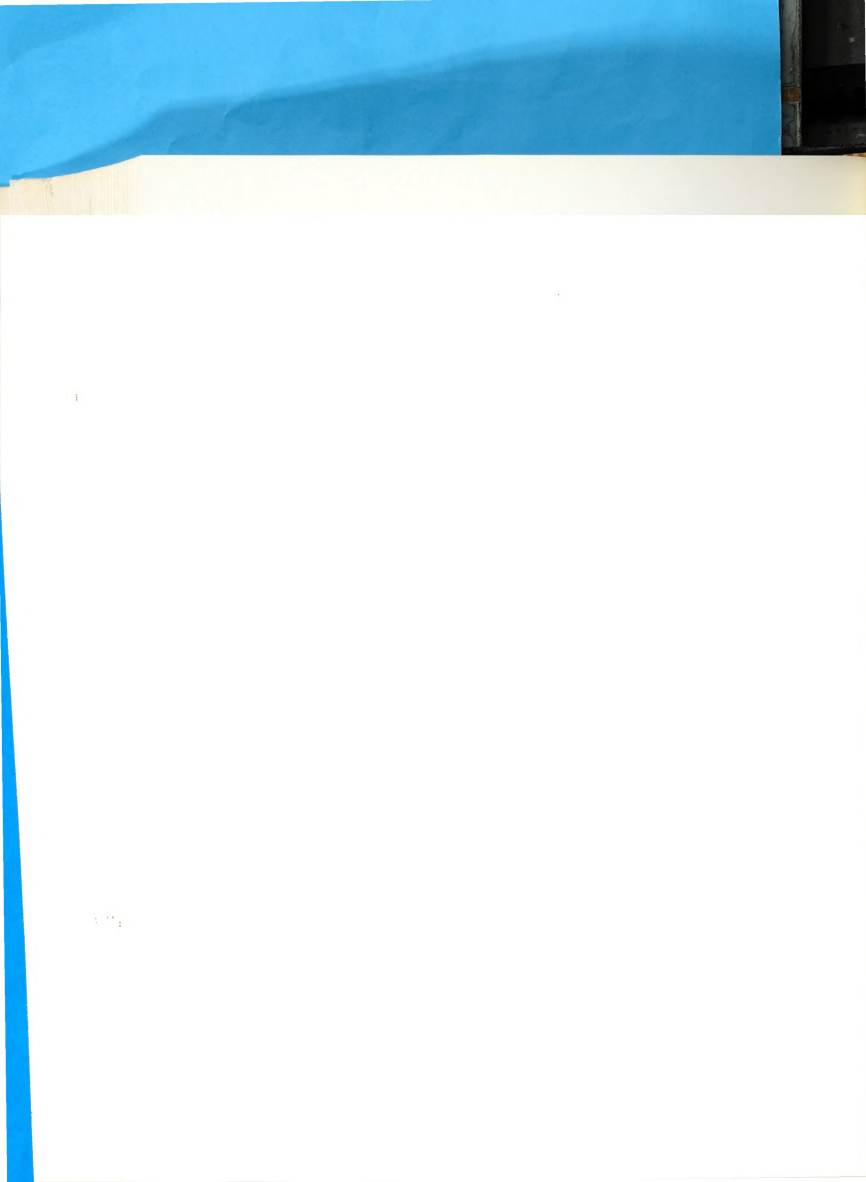
None of the persons interviewed took any correspondence courses, and only one out of every fifteen had taken some apprenticeship or on-the-job training which had not been completed at the time of the interviews.

One hundred and eighty-nine of the respondents for the main study claimed to be Moslems and 103 expressed that they were Christians.

Asked about how they spent their spare time, the employed persons studied, played, and helped with the family chores. The unemployed persons played, the underemployed helped their guardians and the most of the pupils and graduates in further training studied, played and helped the family during their spare time.

The persons interviewed during the main study aspired to further education and urban residence as well. They expected to live in a city and be in a secondary school or a teachers' college. About seven-eighths of the respondents expected and aspired to white collar jobs.

The graduates were questioned on the most useful primary school subjects to them. The first five subjects mentioned in the descending order of being most helpful to them were English, Arithmetic, History, Science, Geography.



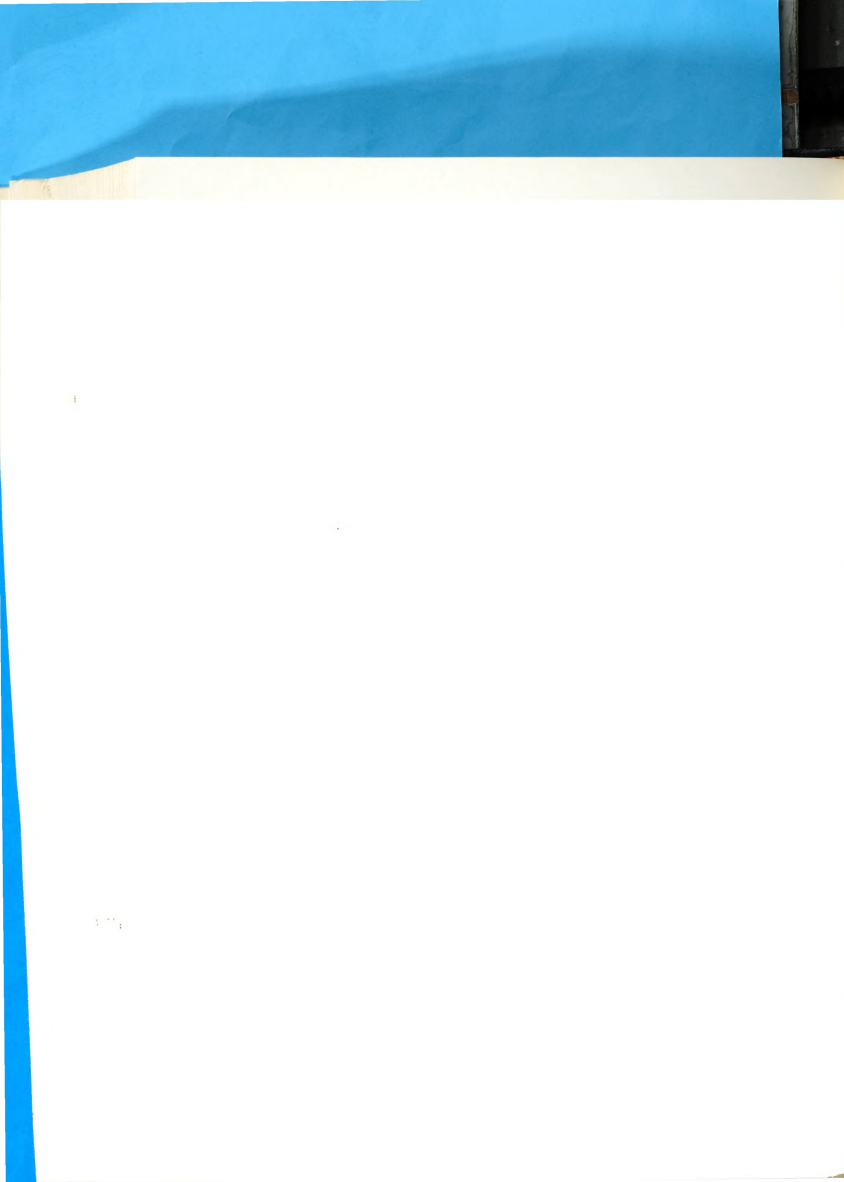
Educational Influences

1. The pupils and graduates selected did not view primary school programs as the strong factor determining their occupational choice.
2. Pupils and graduates aspired to similar jobs regardless of time lapse of three years.
3. Rural and urban pupils and graduates interviewed aspired to similar jobs but urban respondents chose more white collar jobs because of primary education than rural respondents.

About half of the interviewees thought occupational information would affect their occupational status, occupational aspirations and occupational expectations.

The reaction of pupils and graduates interviewed for this study on their ideas for curriculum improvement centered around the following suggestions:

1. Better school plant.
2. Government to supply textbooks and school materials.
3. More teaching supervision on the part of education authorities.
4. Keeping up school facilities.
5. Encouraging teacher-parent associations.
6. Reduction of school fees.

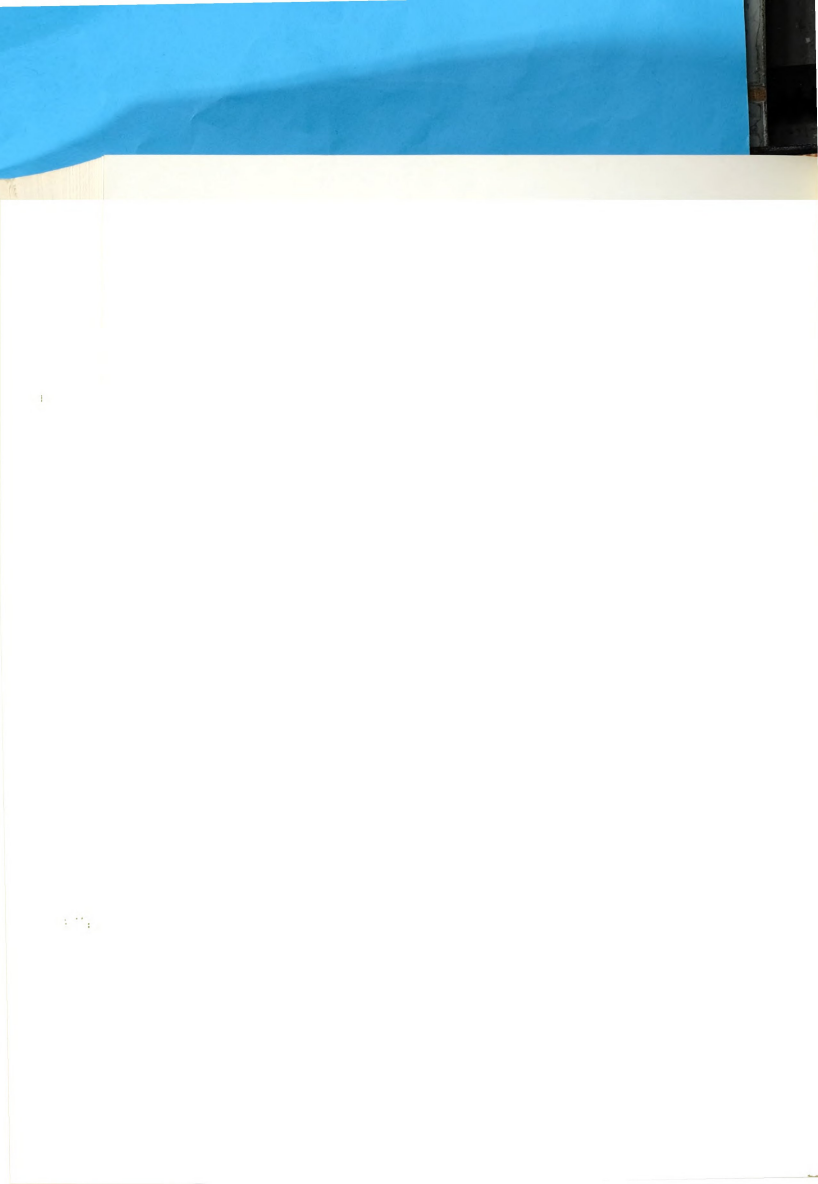


About half of the two groups (1964 and 1967), however, did not know what to suggest for curriculum improvement.

According to the literature reviewed, studies show that sociological factors and many other interacting variables affect an individual's occupational choice. Most experts in education appear to believe that school programs affect the kinds of work a pupil or a graduate chooses to do, and the kinds of work he aspires or expects to do, regardless of culture. In the developing countries these aspirations and expectations sometimes go well beyond the opportunity which the social setting provides. In Nigeria, for example, primary education is believed to be the major determinant of the occupational choice of young people.

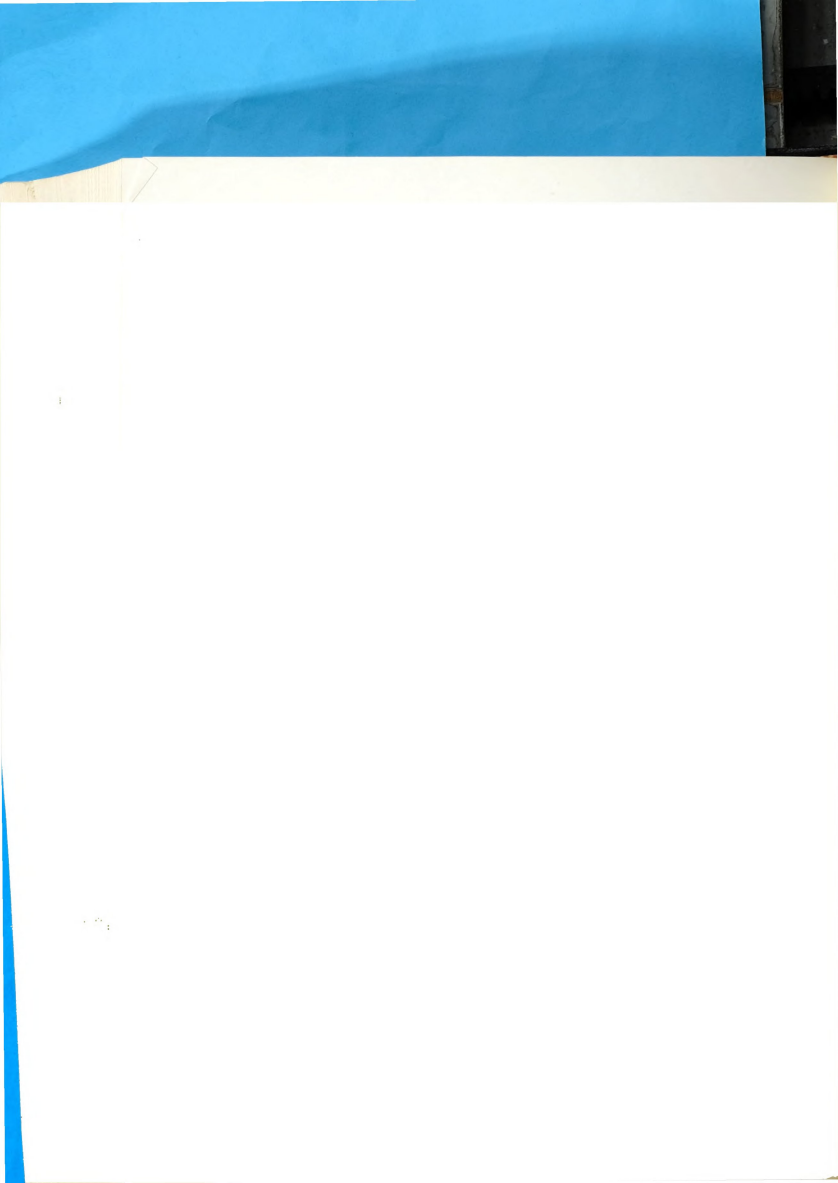
Conclusions

This study does not pretend to be highly scientific in terms of "cause and effect" approach to collecting information. Apart from the fact that it is more or less a pilot study for evaluating curriculum relevance through the child's perception of the influence of school programs, this study aimed at collecting information in a simple way that can be adopted in Nigeria and other developing countries for curriculum improvement. However, through the scientific models used, the following conclusions reached could be generated from objective data rather than mere speculations:



1. Primary school programs seemed to help all graduates in their occupational status. See Table 4.22.
2. Pupils and graduates interviewed did not perceive school personnel nor school subjects as the strongest influence on their occupational choice.
3. English and Arithmetic were most frequently mentioned as subjects which helped the pupils and graduates interviewed most in their occupational status and occupational choice.
4. School authorities did not include vocational guidance programs in the elementary school curriculum.
5. School location did not seem to have much more influence on occupational aspirations and expectations for white collar jobs among 1964 and 1967 groups interviewed.
6. Pupils thought they aspired to similar white collar jobs because of primary education almost in the same proportion as the graduates aspired to white collar jobs because of their primary school experiences; however, graduates seemed to be more realistic in their aspirations than pupils.

From the data and conclusions reached, it could be stated that the following implications ensue:

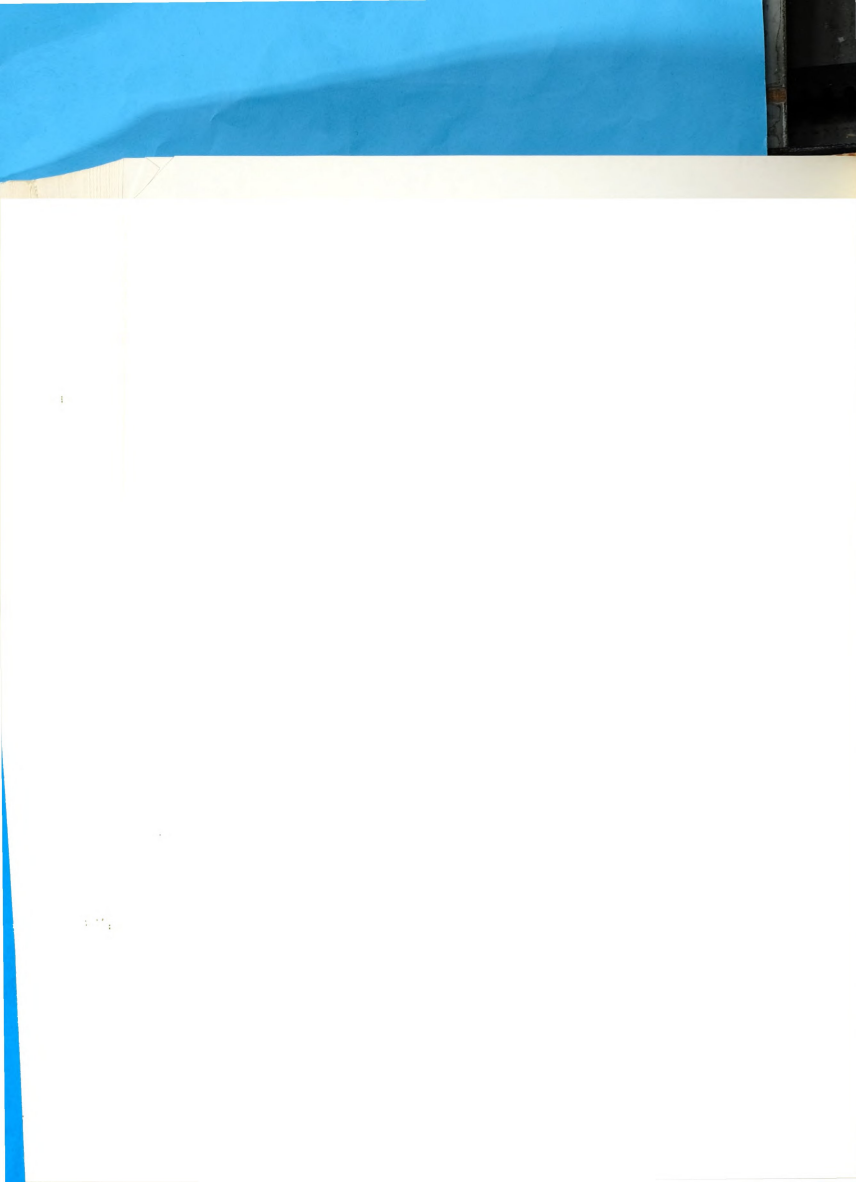


1. Arithmetic and English were the two most functional subjects in the primary school curriculum in Northern Nigeria. Could other subjects be made to appear just as vital as these to pupils? Probably by looking at the structure of other school subjects they could be made more relevant to help graduates in their occupational status.

2. Vocational guidance is needed in primary schools because unlike developed countries where the society might help the child to know the kinds of jobs available to him, by watching the television, listening to the radio, parents and friends, these kinds of opportunities are limited for elementary school graduates in Nigeria. It was observed that most parents of the interviewees were illiterates. This would limit the amount of occupational information they could give to their children.

Recommendations

It is recognized that helping youth to be more realistic in occupational choice, to be well informed on jobs available to them, is not the primordial goal of Nigerian education at present. Every effort to launch vocational education may become abortive and fruitless because of the complex structure of the set-up of society-- language barriers, limited educational and occupational opportunities,



differences in customs, traditions, and many other variables. Nevertheless, in order to help the child develop his total personality in mental, physical, moral and social dimensions, it is necessary to examine how school programs can contribute towards the building up of his personality. Recommendations which follow are given on the basis of the analysis of only one facet of these--the mental dimension--how the child perceives the school programs and what schools may do in the attempt to make educational planning relevant to his vocational needs.

The interviewees reflected a weakness of the primary school programs in Ilorin province, Northern Nigeria. Information is needed to build up pupils' and graduates' aspirations and expectations for useful jobs available in the province. Until a better educational device is introduced, it appears to the investigator that vocational education should be incorporated into the school programs as follows:

Class One--in form of plays, dramas, drawings and visits to different industrial centres in the neighbourhood.

Class Two--as for Class One but with more emphasis on drama and visits. Invitation of people employed

in other phases of jobs besides teaching. Encourage farming and other blue collar jobs.

Class Three--Read books on careers written for that level.

Classes Four to Six--Visits to more industrial centres in the local area. Show pictures to village pupils, especially on different kinds of jobs available.

Class Seven--Invite a counseling specialist to talk to pupils. Debates to compare and contrast different occupations. Help the child to evaluate his occupational aspirations and expectations.

In studies made on reasons for choosing teaching as a career in the United States, usually respondents cite one of the reasons as being because of the subjects they liked best in school.^{1,2} This could hardly be said of the primary school graduates who aspired to teaching according to the information collected. Usually they were employed because it was the only job available to them. If school

¹Raymond B. Fox, "Factors Influencing the Career Choice of Prospective Teachers," Journal of Education, XII, (December, 1961), pp. 427-432.

²Clarence Fieldstra, "An Analysis of Factors Influencing the Decision to Become a Teacher," Journal of Educational Research (May, 1955), pp. 659-667.

programs are to be more relevant to the young people in the opinion of the investigator, pupils should be well-informed on what they could do after they have completed their primary education.

Recommendations for further study include:

1. Finding out the significant functions of Arithmetic and English in the lives of pupils and graduates as compared with other subjects.
2. Comparing the influence of ethnic groupings on school programs within a province. It appeared from the study that the cultural pattern of an ethnic group may influence the kind of school programs which generate occupational aspirations in young people.
3. An experiment with introduction of occupational information program in the elementary schools may be tried on the national or state level, at least, for three years. Evaluation of such a new idea after the third year may be necessary to give direction to its acceptance into the school programs because it is realized that introducing an innovation in curriculum does not mean necessarily that it will have immediate or continuous greater effect than the existing programs.
4. The fact that pupils did not regard school programs as functional in relationship to occupational choice may be

a reflection of how the society perceives the role of education. The focus of the society may have been on literacy rather than gearing school programs to overall life situations. This is also a trend from this study which lends itself to further research: Are pupils' perceptions of the school programs a reflection of the society's views of the functions of education?

Closing Statements

How school programs can be made to be more relevant to the needs of the individual and the society is a deep concern of all educators interested in improving the curriculum, regardless of societal background or culture. Several approaches have been made by evaluating the school subjects, school plant, school personnel or the child's work. In this study it was through the child's perception and his vocational experiences. The study has revealed a need and recommended a solution to the problem. Whatever is done by the school authorities to make the curriculum child-centered through the information collected may be a forward step in education in a developing society.



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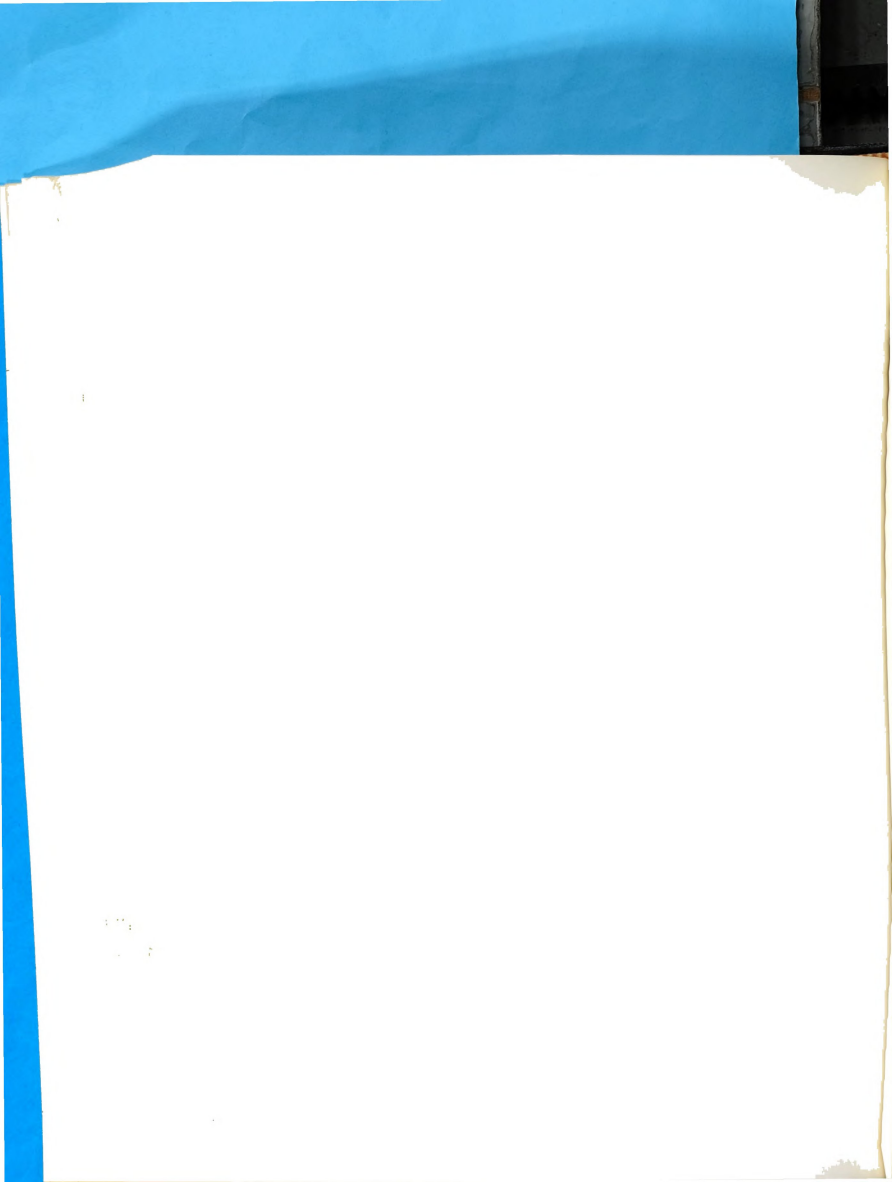
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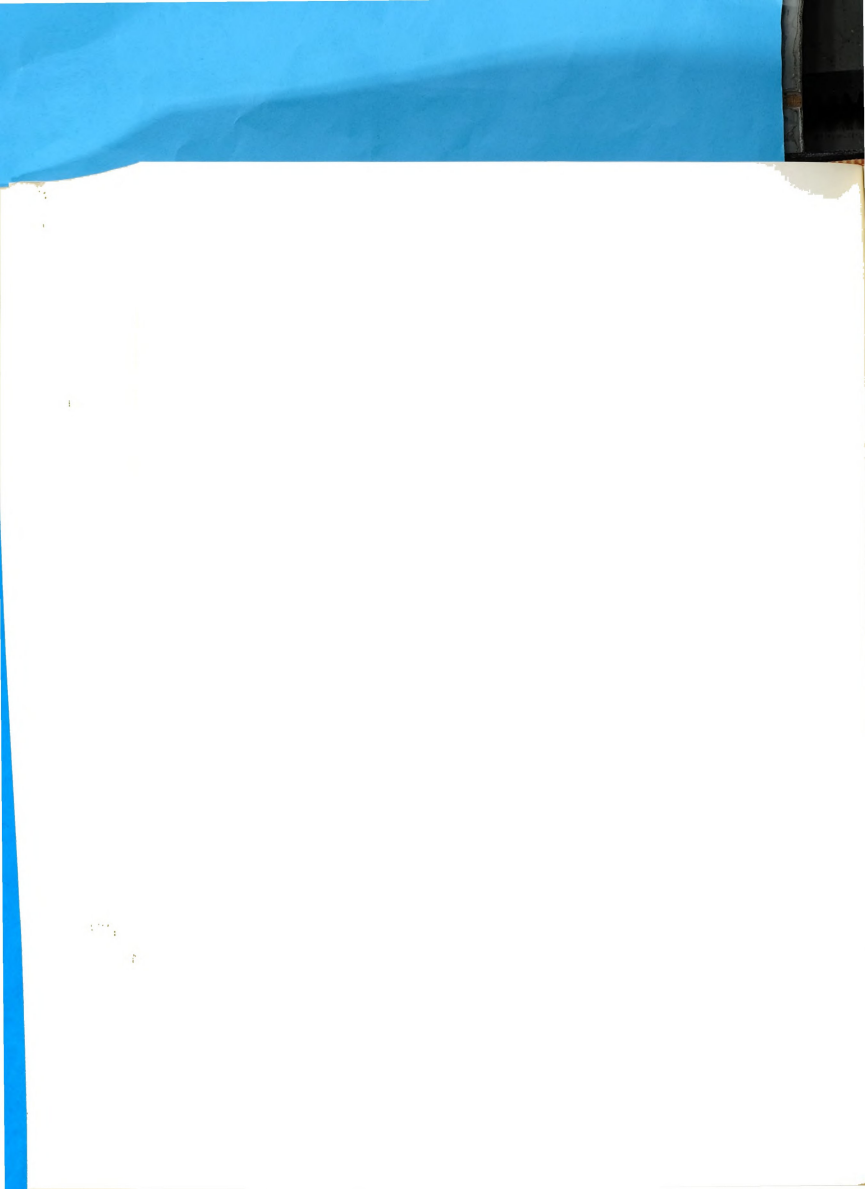
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APPENDIX A

CORRESPONDENCE



February 2, 1967

AIRMAIL

The Permanent Secretary
Ministry of Education
Kaduna, Nigeria

Dear Sir:

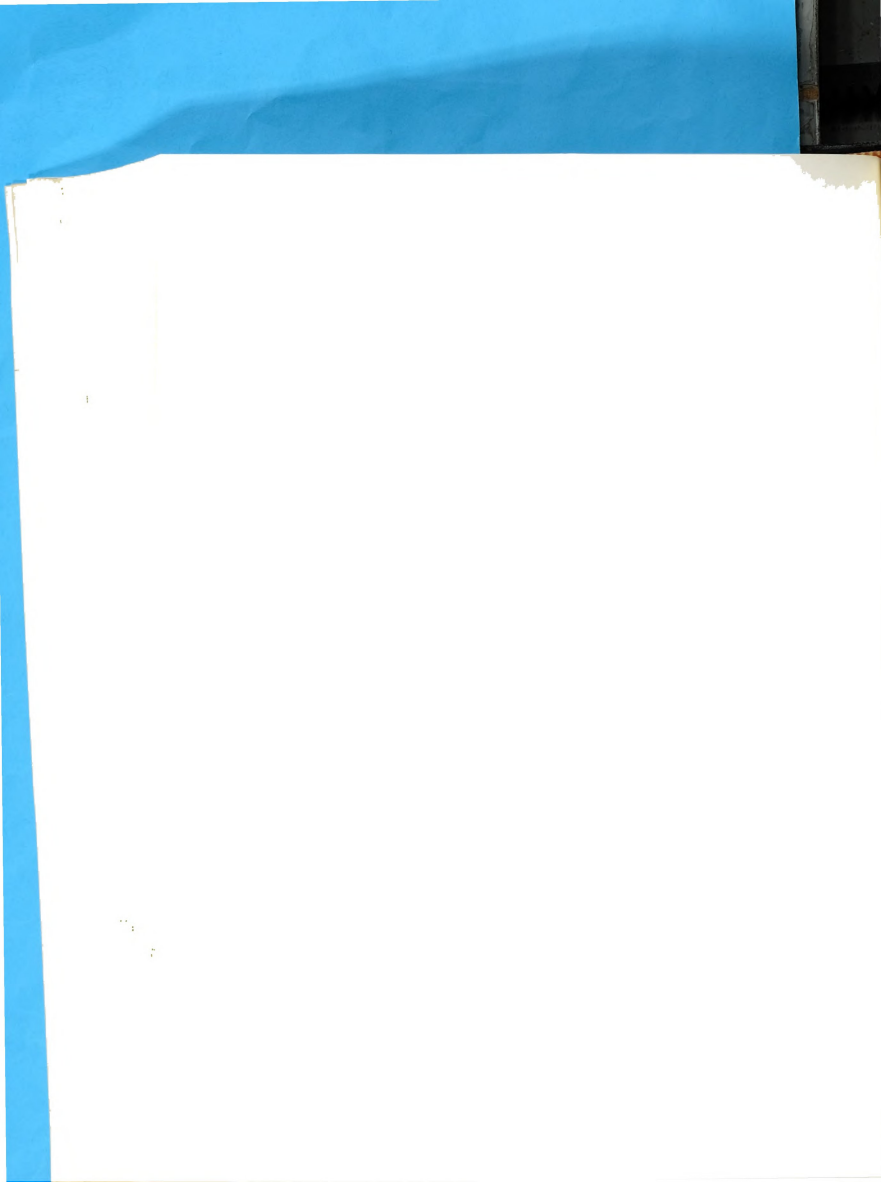
David Kolawole is a student in good standing at Michigan State University. He has completed the major portion of the requirements for a Ph.D. in education, working under my direction. One of the requirements of the College of Education for a doctoral degree is to present a thesis in which the student has satisfactorily completed research. David has chosen a problem related to Nigerian schools to be studied with partial financial support from the International Institute of the College of Education.

Every assistance given to Mr. Kolawole will be appreciated.

Sincerely,

Charles A. Blackman
Professor, College of Education

CAB:ah



Education Authority Office

Ilorin

Date: 9/5/1967

All Headmasters in
Towns and Villages

The bearer, Mr. David O. Kolawole, now on Educational Research Primary Schools, would like to interview your Primary Seven Pupils. Please allow him to do so and we shall appreciate your full co-operation and assistance.

(Signed)

for Chief Education Officer

Teachers' College
Mokwa, via Jebba
April 16, 1967

Dear Headmaster:

Your school has been selected for educational research being done in Ilorin province with the cooperation of the Ministry of Education, Kaduna. Some information is needed from 1964 pupils who finished Primary 7 in your school. Pupils who expect to finish Primary 7 this year are also needed for the study.

Your cooperation is very important for the success of this project. When your school is visited, you can help to facilitate the study in the following ways:

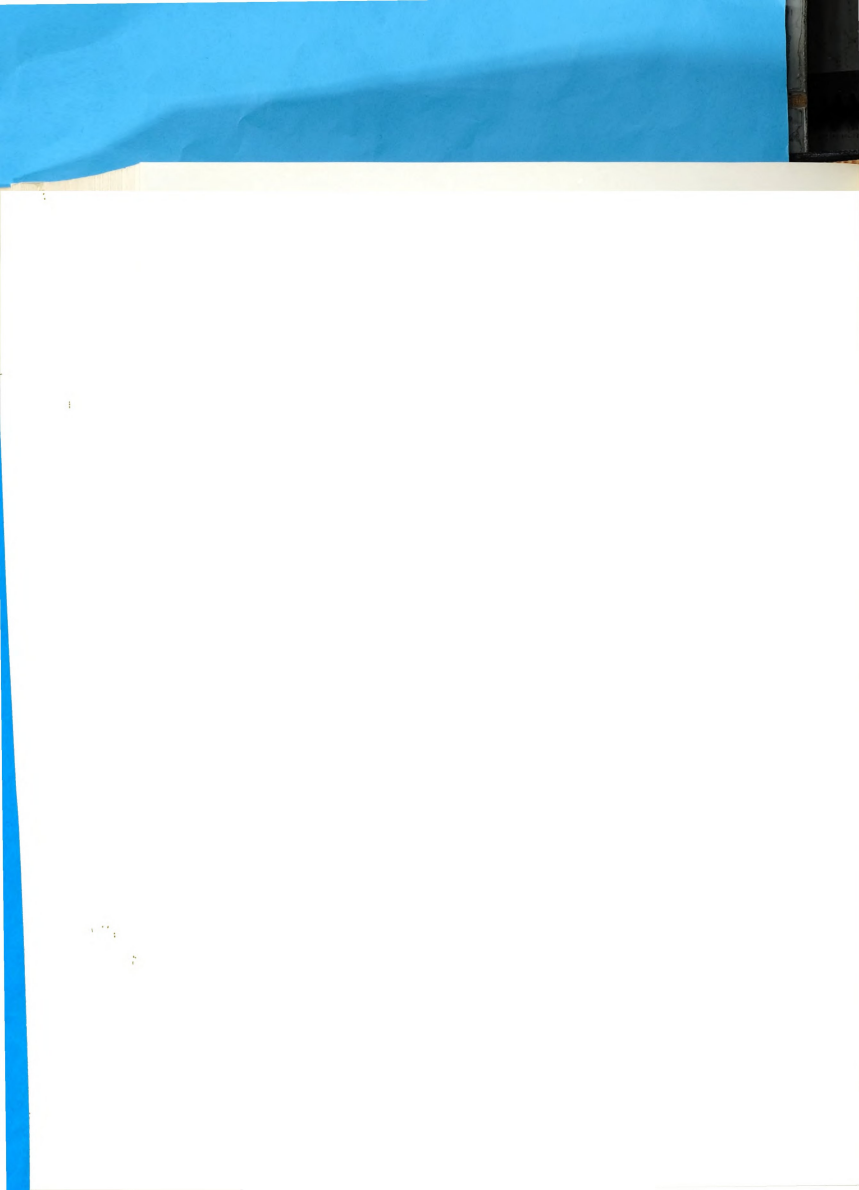
- (a) provide opportunity for interview with selected Primary 7 pupils in a classroom;
- (b) ask a child now to copy out the names and addresses of Primary 7 pupils of 1964;
- (c) indicate change of address per pupil if known; that is, show the new address where the pupil can be located if this is different from (b). A token of two shillings will be given to the child who copies out the names and addresses correctly from the school records.

It is expected that the interview will last only one hour. It will be $1\frac{1}{2}$ hours at the maximum.

Attached herewith is the itinerary affecting your school. Please, let us know whether the date is not suitable. We shall assume it is, unless you write to let us know.

Yours sincerely,

David O. Kolawole
Assistant Principal, MTC
(Ph.D. Research Candidate)



PROPOSED SCHOOL VISIT ITINERARY

School Visit:	Kaiama	May 5, 1967
School Visit:	Ilorin Okesuna Senior Primary	May 8, 1967
School Visit:	Ilorin Pakata N. A. Senior Primary	May 9, 1967
School Visit:	Omuaran N. A. Primary	May 10, 1967
School Visit:	Oro Community Primary	May 10, 1967
School Visit:	Osi N. A. Senior Primary	May 10, 1967
School Visit:	Igbaja N. A. Senior Primary	May 11, 1967
School Visit:	Okeya N. A. Primary	May 11, 1968
School Visit:	Oke Ode Primary	May 11, 1968
School Visit:	Pategi N. A. Primary	May 12, 1967
School Visit:	Lafiagi N. A. Primary	May 12, 1967
School Visit:	Share N. A. Senior Primary	May 15, 1967
School Visit:	Lomo N. A. Senior Primary	May 15, 1967



PROPOSED ITINERARY

KEY

□ Urban Schools

○ Rural Schools

Lafiagi N. A. Primary

Ilorin Baboko Senior Primary

Ilorin Okesuna Senior Primary

Ilorin Pakata Senior Primary

Ilorin United Comm. Primary

Omuaran Primary

Share N. A. School

Babanlomo N. A. School

Pategi N. A. School

Igbaja N. A. School

Okeya N. A. School

Osi N. A. School

 Railway

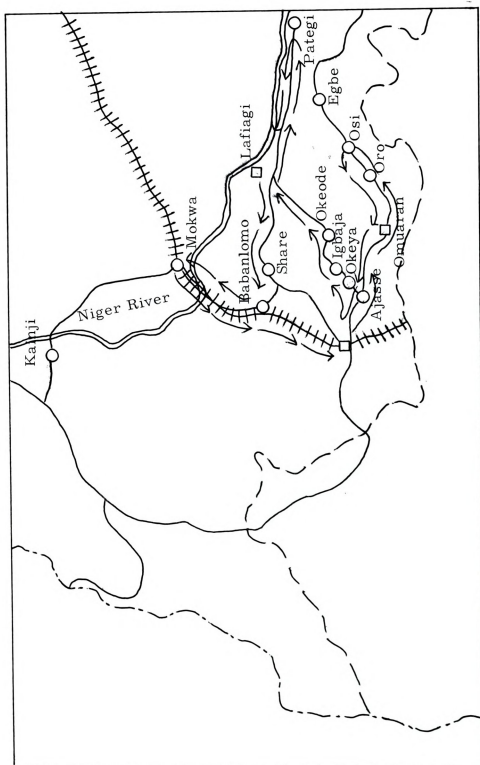
 State Boundary

 Road-Route

 Provincial Boundary

 Route Followed

PROPOSED ITINERARY



INSTITUTE OF EDUCATION
AHMADU BELLO UNIVERSITY, ZARIA
NIGERIA

Your ref:

Our ref: Ed/Inst/N/1.



Telephone: ZARIA 03233

Telegrams: UNIBELLO

Date: 13th July, 1967.

Mr. David Kolawole,
Teachers' College,
Mokwa.

Dear Sir,

I must apologise very sincerely for not having replied to your letter before now.

We are interested to hear of some one working in your field, particularly since we have been engaged in similar research in Katsina and Ilorin. Dr. B. R. Tabachnick, who has been in charge of research here, is returning to the University of Wisconsin tomorrow with the data and hopes to have a report ready next year.

Have you read the publications of Dr. A. Callaway on the employment prospects of primary school leavers? His work is the only systematic study so far. The Annual Reports of the Federal Department of Labour will provide some statistics and back ground.

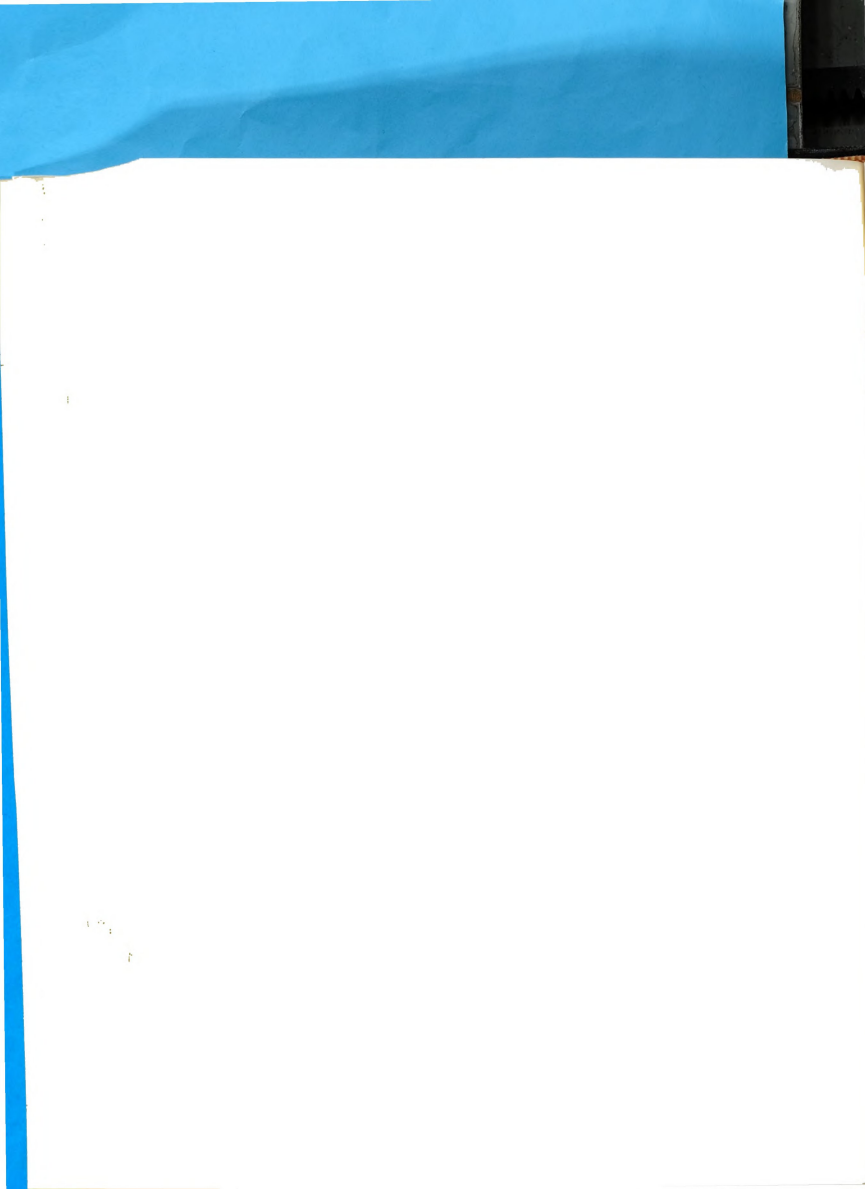
I do not think that any of our publications will be of assistance to you but if you are proposing to conduct a survey we might be able to offer advice. Unfortunately we have no one in charge of research for the time being.

Please let me know if there is anything more we can do at this stage.

Yours faithfully,

Secretary to the Institute.

ARA/ONU*/



APPENDIX B

TABLES FOR INDIVIDUAL RESPONDENTS
FROM WHICH HYPOTHESIS DATA WERE EXTRACTED
AND FEDERAL MINISTRY OF LABOUR STATISTICS

FEDERAL MINISTRY OF LABOUR

LABOUR

DIVISION

KADUNA

P.M.B. No. 2063

Telegrams: FEDLAB

Telephone: 3011



Ref.No. NR. Az/21/Vol. 4/412

Date 11 April, 1967.

Dear Sir,

POPULATION OF ILORIN PROVINCE

I refer to your letter dated 17th March, 1967, and append hereunder population figures of Ilorin Province as given by the Senior Statistician, Federal Office of Statistics, Kaduna:-

Ilorin Province	-	1, 050, 440
Ilorin Town	-	208, 546
Omuaran	-	13, 897
Jebba	-	6, 144
Offa	-	86, 425

2. I regret it has not been possible to include the number of employed and unemployed person in each category. This is due to the fact that the figures of the last population count are still in draft and have not been released officially.

3. Reliable information cannot also be obtained from the Employment Exchange Register at Ilorin in view of the fact that registration with the Exchange is voluntary. Neither the employers nor the employees are bound by any legislative regulation to recruit or seek employment through the Exchange. The figures of employed and unemployed persons recorded in this way cannot therefore be of any use for the purpose of your research.

4. I regret my inability to help as much as I would like to.

(A. S. DARODA)
PRINCIPAL LABOUR OFFICER



*In replying please quote the number
and date of this letter*

Telephone : 2167

Telegram : LABSUB



No. IL-Fa/6/Vol. 3/10
**Labour Office,
Federal Ministry of Labour,
Ilorin, Nigeria**

4th April, 1967

The Principal,
Teachers' Training College,
Mokwa.

ANALYSIS OF UNEMPLOYMENT AND EMPLOYMENT
AND JOBS AVAILABLE
JANUARY, 1964 TO MARCH, 1967

attd

I attach hereto the information requested by one of your tutors during the course of his employment situation survey in my Labour District which comprises Ilorin and Kabba Provinces, excluding Kainji Special Labour Area.

2. Please acknowledge receipt.

(A. K. BAKIR)
LABOUR OFFICER.

TABLE B. 1 *

ANALYSIS OF UNEMPLOYED PERSONS FROM JANUARY, 1964,
TO MARCH, 1967, BY SEX

Month	Male			Female			Grand Total
	Men	Boys	Total	Women	Girls	Total	
1964							
January	397	101	498	56	31	87	585
February	438	146	580	63	79	142	726
March	381	144	535	76	63	139	664
April	411	132	543	84	56	140	683
May	287	82	369	76	50	126	495
June	359	65	424	60	47	107	531
July	314	52	366	43	30	73	439
August	327	21	348	25	29	54	402
September	300	24	324	23	30	53	377
October	293	42	335	30	33	63	398
November	224	36	260	45	18	63	323
December	267	36	303	38	25	63	366
Total	3998	881	4879	619	491	1110	5989
1965							
January	350	110	460	77	43	120	580
February	271	104	375	60	44	104	479
March	276	96	372	69	38	107	479
April	285	62	347	35	30	65	412
May	291	66	357	39	23	62	419
June	320	66	386	35	24	59	445
July	625	84	709	37	27	64	773
August	334	61	395	22	18	40	435
September	346	60	406	10	16	26	432
October	339	41	380	12	21	33	413
November	289	43	332	18	13	31	363
December	278	43	321	15	17	32	353
Total	4004	836	4840	429	314	743	5583

*Data from the Ministry of Labour, Ilorin.

TABLE B. 1 (Continued)

Month	Male			Female			Grand Total
	Men	Boys	Total	Women	Girls	Total	
1966							
January	463	79	542	19	33	52	594
February	347	62	409	30	23	53	462
March	386	75	461	52	34	86	547
April	436	67	503	34	17	51	554
May	423	58	481	36	22	58	539
June	385	66	451	50	66	116	567
July	359	74	433	45	49	94	527
August	289	45	334	31	15	46	380
September	212	48	260	15	14	29	289
October	251	39	290	22	17	39	330
November	180	34	214	30	51	81	275
December	221	16	237	17	9	26	263
Total	3952	663	4615	381	350	731	5346
1967							
January	409	159	568	38	41	79	647
February	364	74	438	55	38	93	531
March	481	89	570	52	31	83	653
Total	1254	322	1576	145	110	255	1831

Total Unemployed Persons for 1964	5,989
Total Unemployed Persons for 1965	5,583
Total Unemployed Persons for 1966	5,346
Total Unemployed Persons from January to March, 1967	<u>1,831</u>
Total	18,749

TABLE B. 2*

ANALYSIS OF EMPLOYED PERSONS FROM JANUARY, 1964,
TO MARCH, 1967

Month	Primary and Below			Secondary and Above		
	Male	Female	Total	Male	Female	Total
1964						
January	33	10	43	-	-	-
February	9	31	40	-	-	-
March	40	1	41	-	-	-
April	6	2	8	-	-	-
May	86	7	93	-	-	-
June	61	-	61	-	-	-
July	32	-	32	-	-	-
August	25	-	25	-	-	-
September	8	-	8	-	-	-
October	37	1	38	-	-	-
November	14	1	15	-	-	-
December	26	7	33	-	-	-
Total	377	60	437	-	-	-
1965						
January	39	1	40	-	-	-
February	13	1	14	1	-	1
March	28	4	32	-	-	-
April	5	1	6	-	-	-
May	3	-	3	-	-	-
June	5	2	7	-	-	-
July	22	-	22	2	-	2
August	36	1	-	-	-	-
September	33	1	34	-	-	-
October	7	2	9	-	-	-
November	144	6	150	-	-	-
December	6	-	6	-	-	-
Total	341	19	360	3	-	3

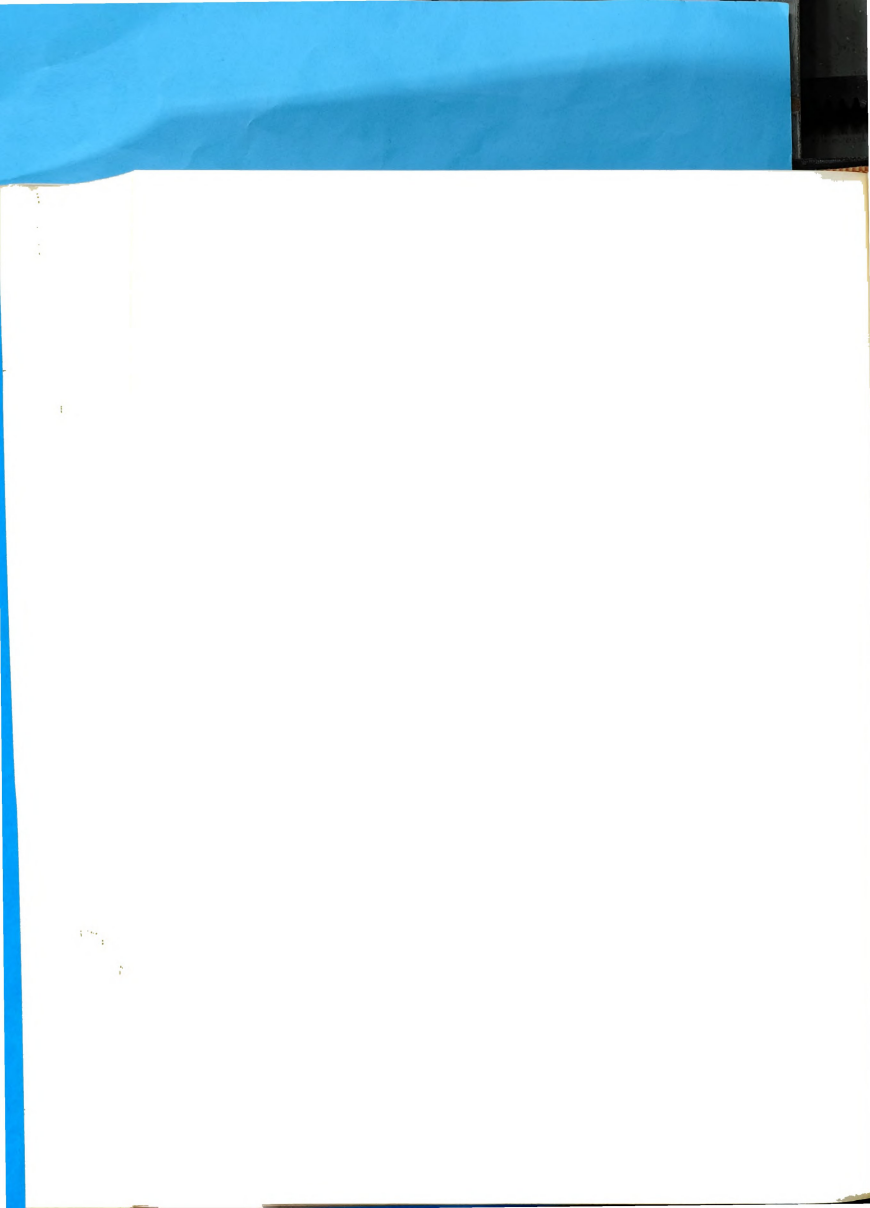
*Data from the Ministry of Labour, Ilorin.

TABLE B. 2 (Continued)

Month	Primary and Below			Secondary and Above		
	Male	Female	Total	Male	Female	Total
1966						
January	18	1	19	1	-	1
February	8	4	12	-	-	-
March	18	5	23	-	-	-
April	11	2	13	-	-	-
May	17	2	13	-	-	-
June	13	3	16	3	-	3
July	22	12	34	-	-	-
August	16	3	19	2	-	2
September	13	3	16	-	-	-
October	48	1	49	-	-	-
November	13	3	16	1	-	1
December	79	-	79	-	-	-
Total	276	40	316	7	-	7
1967						
January	42	-	42	3	-	3
February	10	6	16	-	-	-
March	21	2	23	-	-	-
Total	73	8	81	3	-	3

Total Employed Persons from January, 1964, to March, 1967

Males:	Secondary or Above	13
Females:	Secondary or Above	-
Males:	Primary or Above	1,067
Females:	Primary or Above	<u>127</u>
Total		1,207



JOBS AVAILABLE FROM 1964 - 1967*

- | | | | |
|-----|---------------------|-----|----------------------|
| 1 . | House-boy | 24. | Electrician |
| 2 . | House-girl | 25. | Welders |
| 3 . | Cook | 26. | Clerks |
| 4 . | Steward | 27. | Factory-workers |
| 5 . | Typist | 28. | Book-keepers |
| 6 . | Drivers (all kinds) | 29. | Painters |
| 7 . | Labourers | 30. | First Aid Attendants |
| 8 . | Sales-boys | 31. | Boilers |
| 9 . | Sales-girls | 32. | Security Officer |
| 10. | Bar/Hotel Managers | 33. | Apprentice |
| 11. | Bar/Hotel Girls | 34. | Carpenters |
| 12. | Bar/Hotel Boys | 35. | Caretaker/Cleaners |
| 13. | Night-watchman | 36. | Dramatists |
| 14. | Teachers | 37. | Pools Girl Collector |
| 15. | Security - Guards | 38. | Bailift-in-Training |
| 16. | Bricklayers | 39. | Vendors |
| 17. | Gardeners | 40. | Stores Assistant |
| 18. | Mechanics | 41. | Canvassers |
| 19. | Baby Nurse | 42. | Plant Operators |
| 20. | Messengers | 43. | Blacksmiths |
| 21. | Waiter | 44. | Radio Operators |
| 22. | Waitress | 45. | Revetters |
| 23. | Telephone Operators | 46. | Fitters |

*Data from the Ministry of Labour, Ilorin.

TABLE B. 3
INTERVIEWED SUBJECTS--RURAL SCHOOLS

Rural Schools		1964	1967	Total
A.	Babanlomo	5	10	15
B.	Share	8	5	13
C.	Igbaja	7	6	13
D.	Osi	9	11	20
E.	Pategi	15	25	40
F.	Okeya	5	11	16
Total		49	68	117

TABLE B. 4
INTERVIEWED SUBJECTS--URBAN SCHOOLS

Urban Schools		1964	1967	Total
G.	Omuaran	6	7	13
H.	Lafiagi	6	14	20
I.	United	5	21	26
J.	Baboko	9	35	44
K.	Okesuna	9	28	37
L.	Pakata	7	28	35
Total		42	133	175

TABLE B. 5
INTERVIEWED SUBJECTS--TOTAL URBAN AND RURAL

School Types	1964	1967	Total
Urban	42	133	175
Rural	49	68	117
Total	91	201	292

TABLE B. 6
ENROLLMENT OF ALL PRIMARY SEVEN PUPILS
NATIVE AUTHORITY AND VOLUNTARY AGENCIES
IN ILORIN PROVINCE, 1964 AND 1967

Year	Enrollment
1964	1,068 (N. A. Only)
1967	5,288* (N.A. + V.A. Transferred)
Total	6,356

*Voluntary Agency transferred schools became Native Authority Schools. Original N.A. enrollment was about one-third of 5,288.

TABLE B. 7

PRIMARY SEVEN PUPILS ENROLLMENT IN
SELECTED PUBLIC SCHOOLS ONLY
(RURAL AND URBAN AREAS, 1964 AND 1967)

Year	Urban	Rural	Total
1964	271	225	496
1967	301	181	482
Total	572	406	978

TABLE B. 8

PRIMARY SEVEN PUPILS NEEDED FOR INTERVIEW
AND NUMBER AVAILABLE AMONG
1964 AND 1967 CLASSES IN PUBLIC SCHOOLS ONLY
(RURAL AND URBAN AREAS, 1964 AND 1967)

Schools	Number Needed	Number Available	Percent
Rural 1964	50	40	98%
Urban 1964	56	42	75
Rural 1967	68	68	100
Urban 1967	133	133	100
Total	307	292	95.11

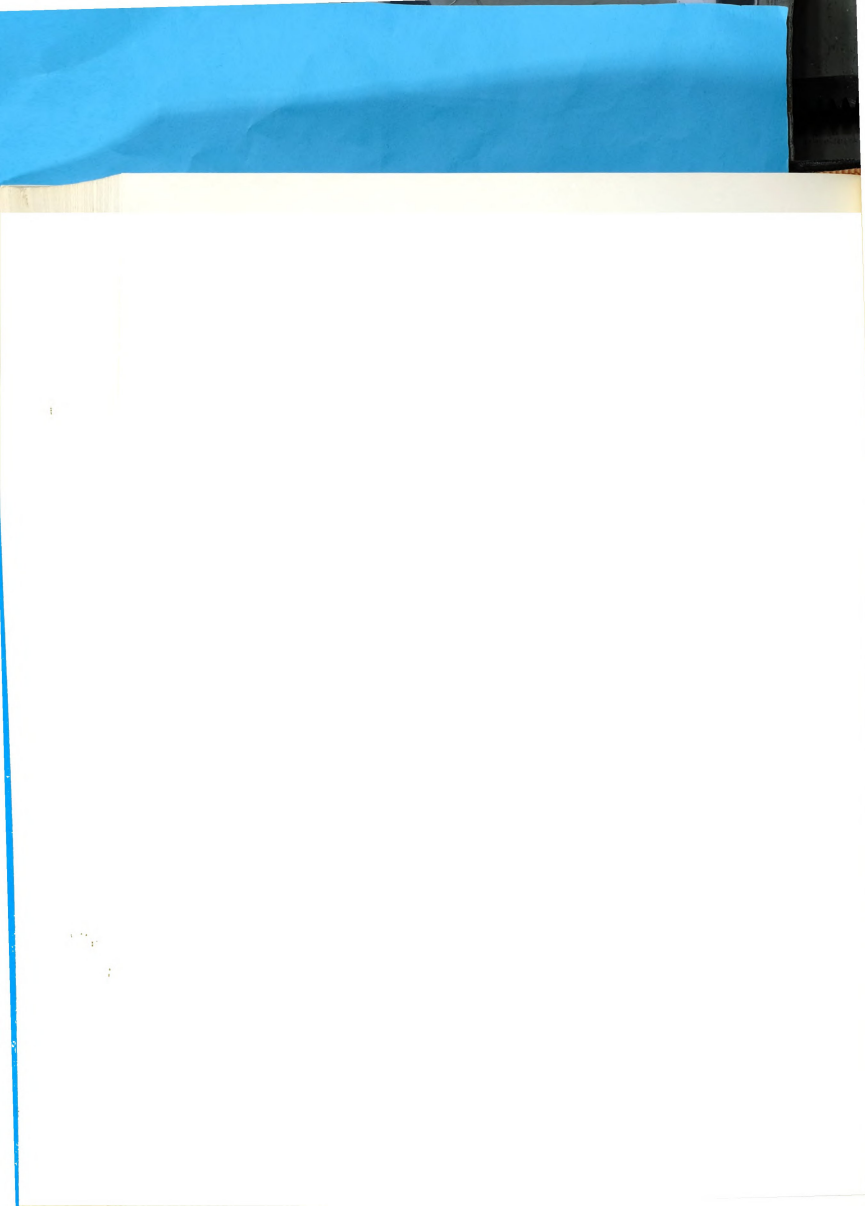


TABLE B. 9

OCCUPATIONAL EXPECTATIONS
RURAL SCHOOLS

School	Average Number of Jobs Influenced by Primary Education		Average Number of Jobs Not Influenced by Primary Education
	1964	1967	1964
A	5.4	7.14	9.6
B	8.02	3.76	11.98
C	4.5	3.14	13.5
D	10.82	12.53	20.18
E	18.28	28.06	29.72
F	5.02	12.27	12.98
Total	52.04	66.90	97.96

TABLE B. 10

OCCUPATIONAL EXPECTATIONS
URBAN SCHOOLS

School	Average Number of Jobs Influenced by Primary Education		Average Number of Jobs Not Influenced by Primary Education
	1964	1967	1964
G	7.64	6.25	11.36
H	8.52	13.79	10.48
I	5.26	15.64	7.74
J	8.77	37.94	14.23
K	12.27	26.95	15.73
L	10.02	31.31	12.98
Total	52.48	131.88	72.52

TABLE B. 11

OCCUPATIONAL ASPIRATIONS
RURAL SCHOOLS

School	Average Number of Jobs Influenced by Primary Education		Average Nu Not Infl Primary
	1964	1967	1964
A	4.26	5.15	8.74
B	10.90	7.63	13.10
C	6.90	5.16	12.10
D	9.02	12.73	19.98
E	18.28	22.06	23.72
F	4.00	10.52	15.00
Total	53.36	63.25	92.64

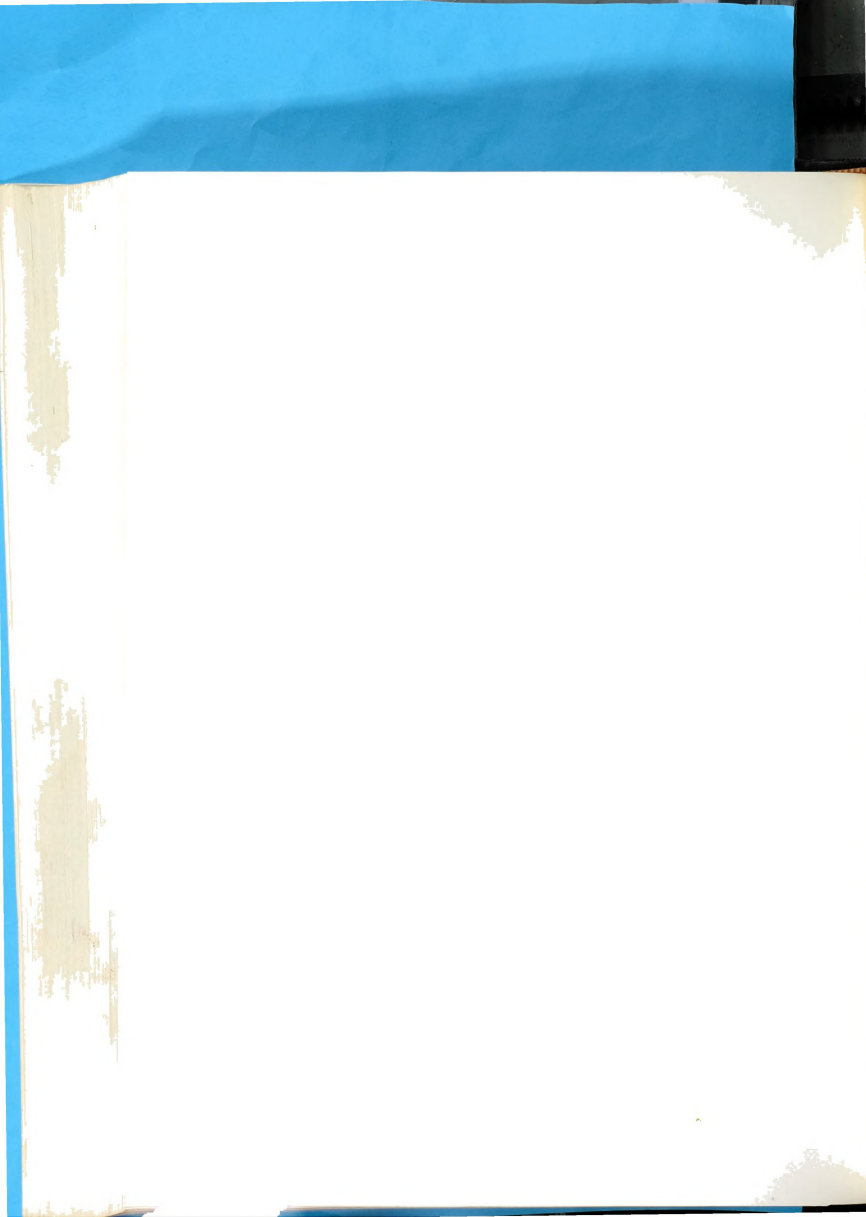
TABLE B. 12

OCCUPATIONAL ASPIRATIONS
URBAN SCHOOLS

School	Average Number of Jobs Influenced by Primary Education		Average Nu Not Infl Primary
	1964	1967	1964
G	7.76	5.39	13.24
H	6.49	10.15	8.51
I	2.75	18.93	8.25
J	8.01	37.04	18.99
K	12.02	27.54	19.98
L	8.65	35.68	11.35
Total	45.68	134.73	80.32

APPENDIX C

INTERVIEW SCHEDULES



Interview Questions1964 Graduates:

Name _____ Address _____

Name of Primary School Attended _____

Age _____ Sex _____

Time of Interview _____
(Time Begun) (Time Ended)

Persons Present During Interview _____

Place of Interview _____

Occupational Status

1. What kind of work do you do now?

(Employed) (Unemployed)

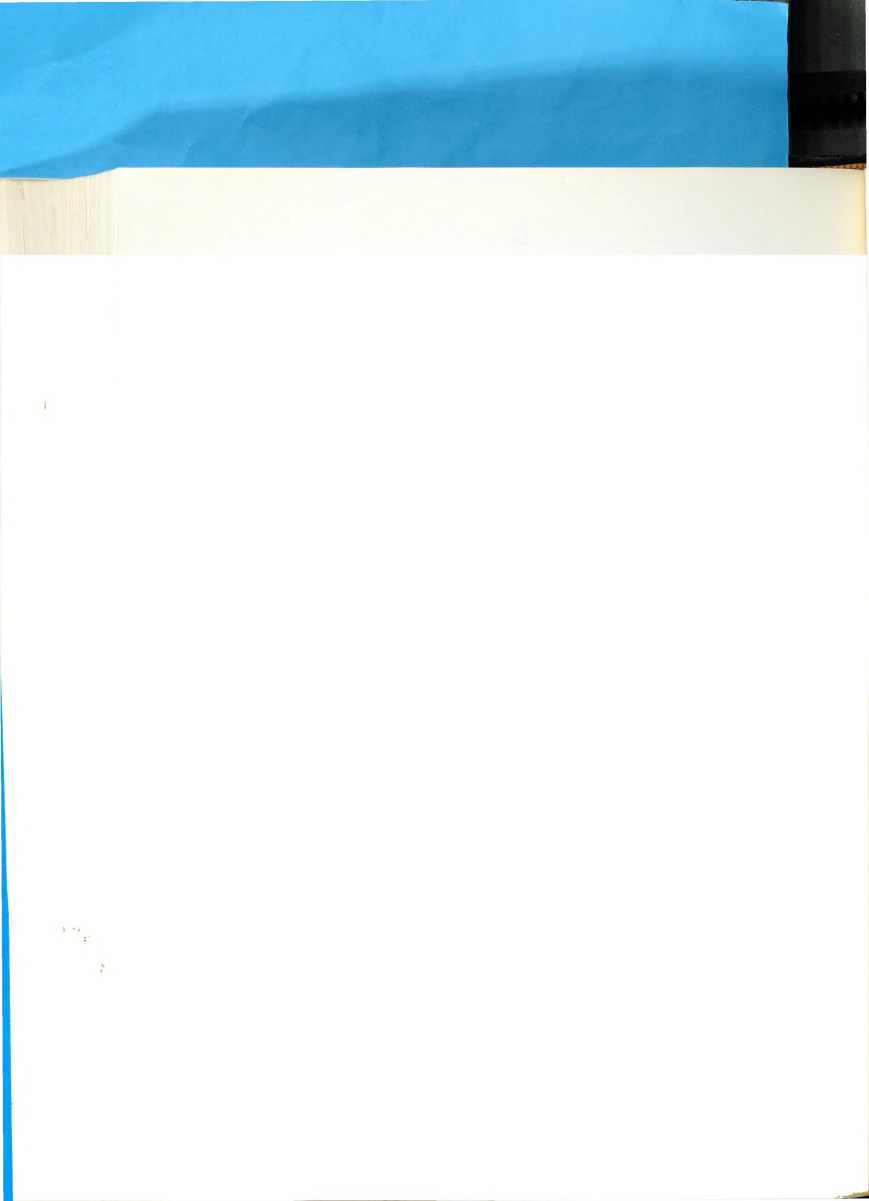
2. If employed:

Can you live on your present job? (If "no" skip to #4) (Yes) _____
(Adequately employed)(No) _____
(Underemployed)

3. Can you live on your present job independent of other people's help, e.g. your parents, cousins, uncles, etc.? (Yes) _____
-
- (Adequately employed)

(No) _____
(Underemployed)

4. How did you get this job?



5. Did you want this job you have when you graduated from primary school? (If "yes" skip to #7)

(Yes) _____ (No) _____

6. Did you get this job because it was the only job available?

(Yes) _____ (No) _____

7. How do you like your job now?

(Dislike it very much) _____

(Dislike it) _____

(?) _____

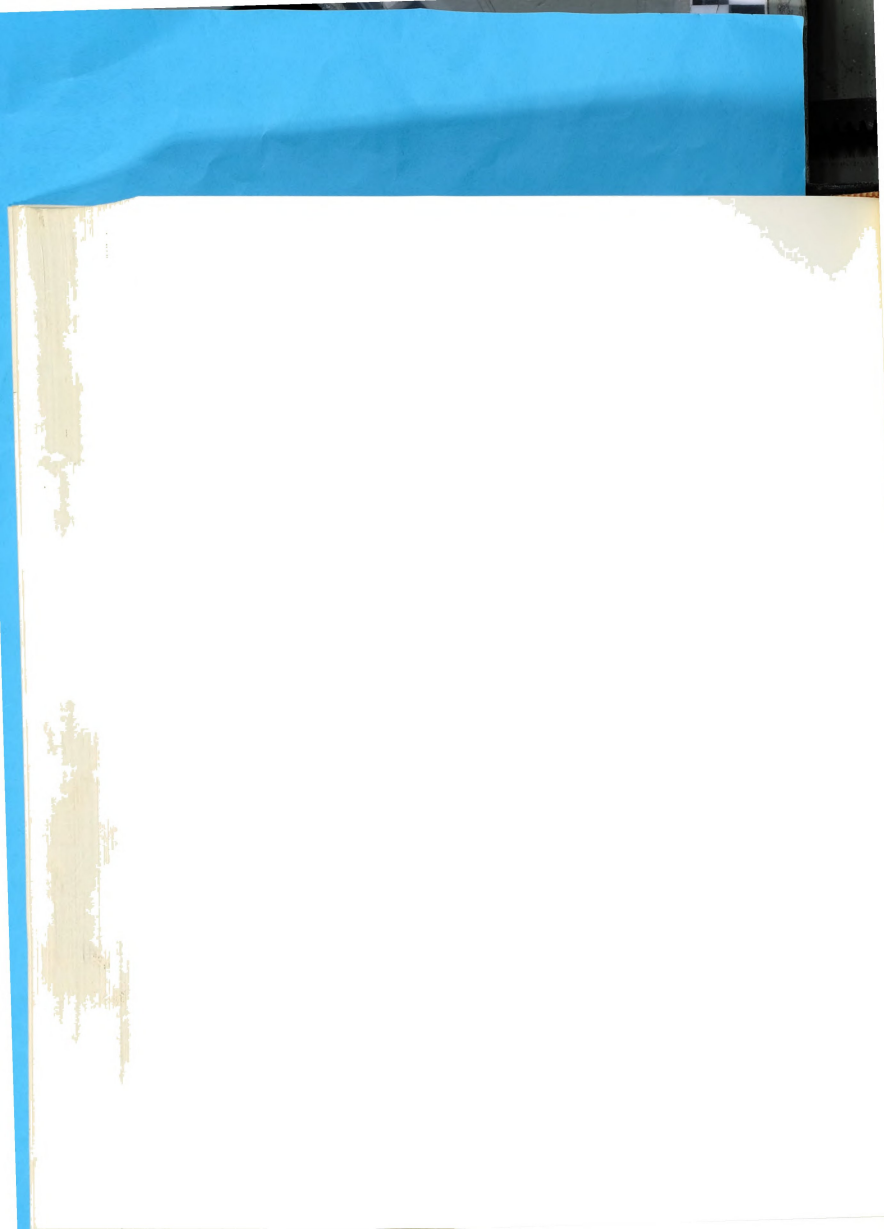
(Like it) _____

(Like it very much) _____

Other Comments: _____

8. What do you like about it?

9. What do you dislike about it?



Father/Mother/Other's Education and Work

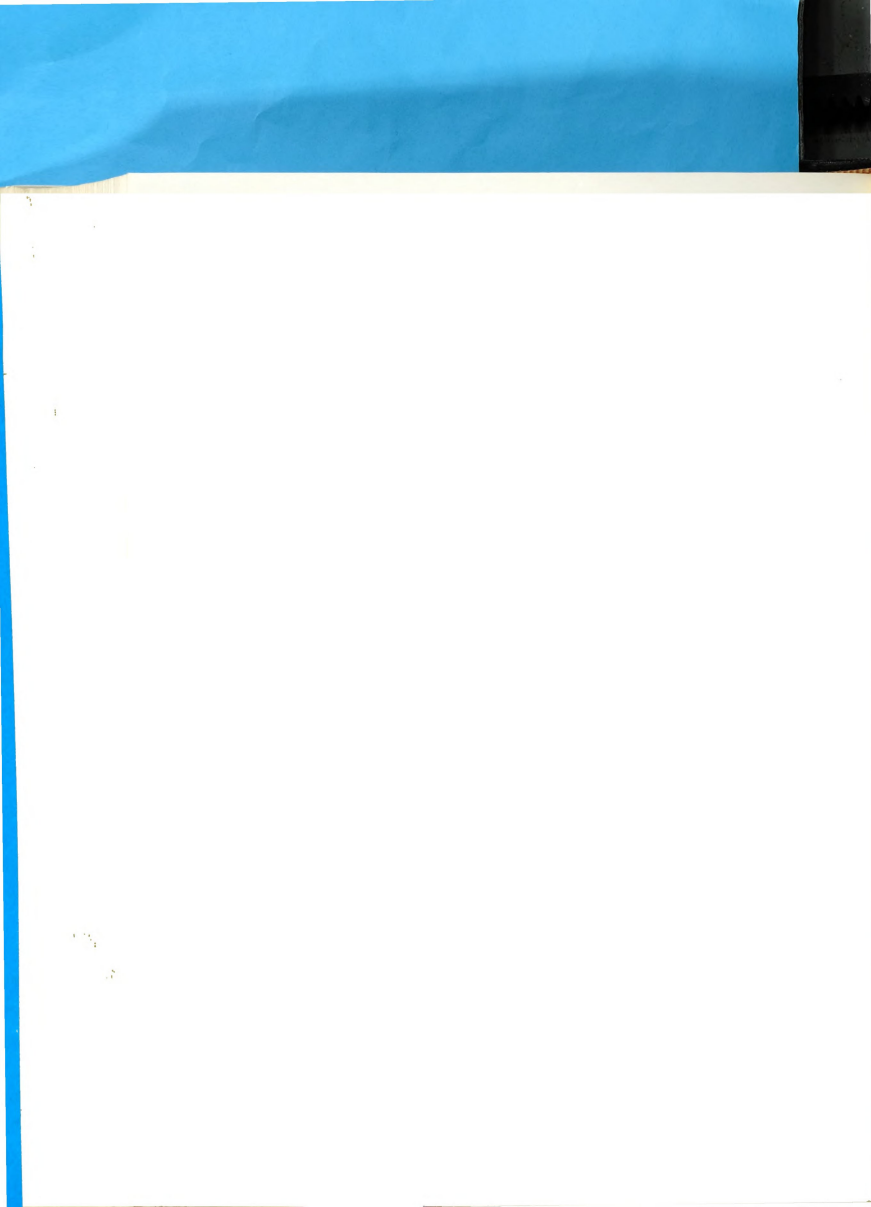
10. Did you live with your parents at the time you attended primary school? (If "no" skip to #13)
(Yes) _____ (No) _____
11. What kind of work did your father do then? Mother's work then?

12. What was your father's educational level then?

Mother's educational level then?

13. With whom did you make your home? _____
14. What was his/her work? _____ 15. What was his/her educational level?

16. Was this a relative or a friend? _____
17. What kind of relative/friend was he/she? _____
18. What kind of work did your father/mother do at that time?
(Father's Occupation then) _____
(Mother's Occupation then) _____
19. What was your Father's educational level? _____
What was your Mother's educational level? _____
20. Have you had any secondary education?
No _____ Yes _____ Yes, student now _____



Informal Training, Religious Belief, Time Use

21. Since primary school have you been in an apprentice program?

(Yes) _____ (No) _____

If yes, what kind? _____

Did you complete it? (Yes) _____ (No) _____

22. Have you taken any correspondence courses?

(Yes) _____ (No) _____

What were they? _____

23. What is your religious belief? _____

24. How often do you attend services? _____

25. What do you usually do during your spare time?

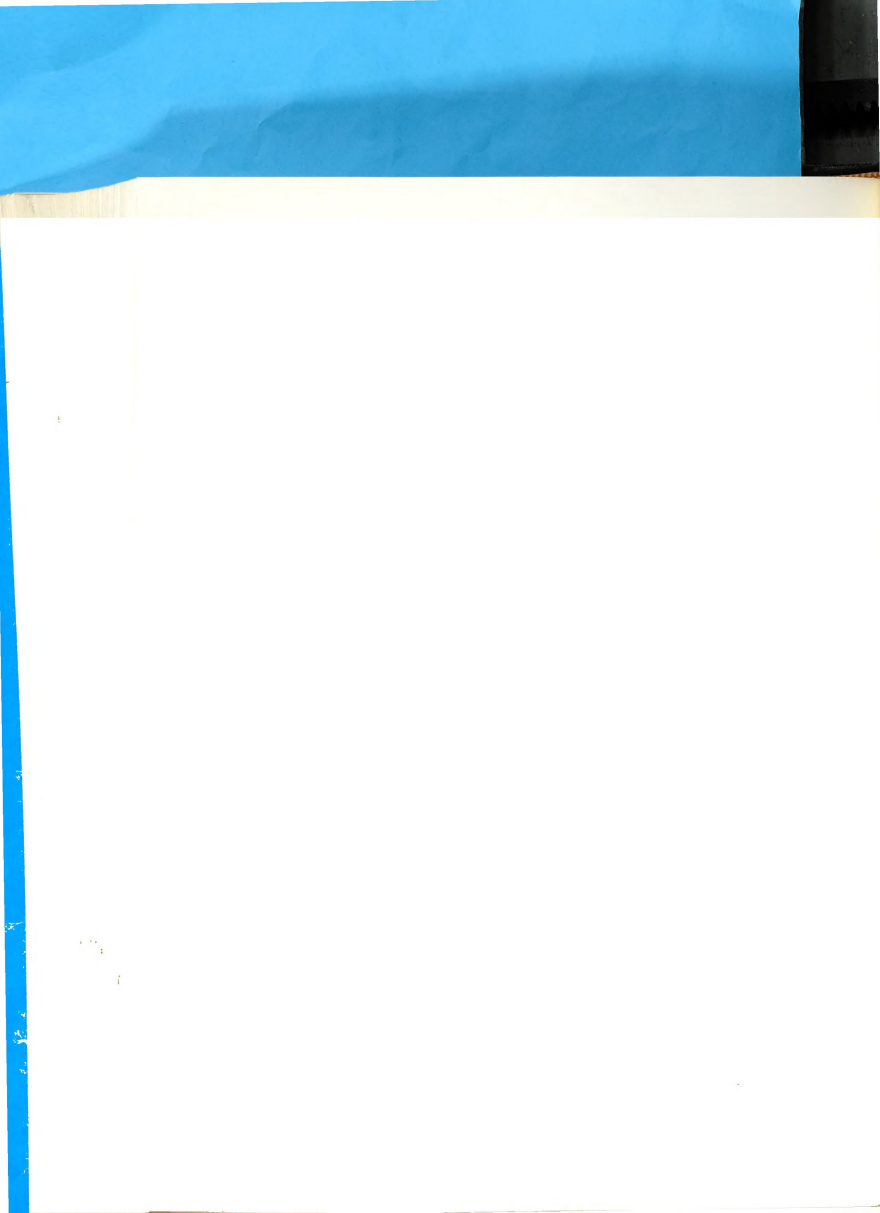
26. With whom? _____

If unemployed:

What do you do with most of your time? With whom?

(What) (25) _____

(With whom) (26) _____



Occupational Expectations

27. Where do you think you will be living five years from now?

28. Do you expect to receive any additional training in the next five years?

(Yes) _____ (No) _____

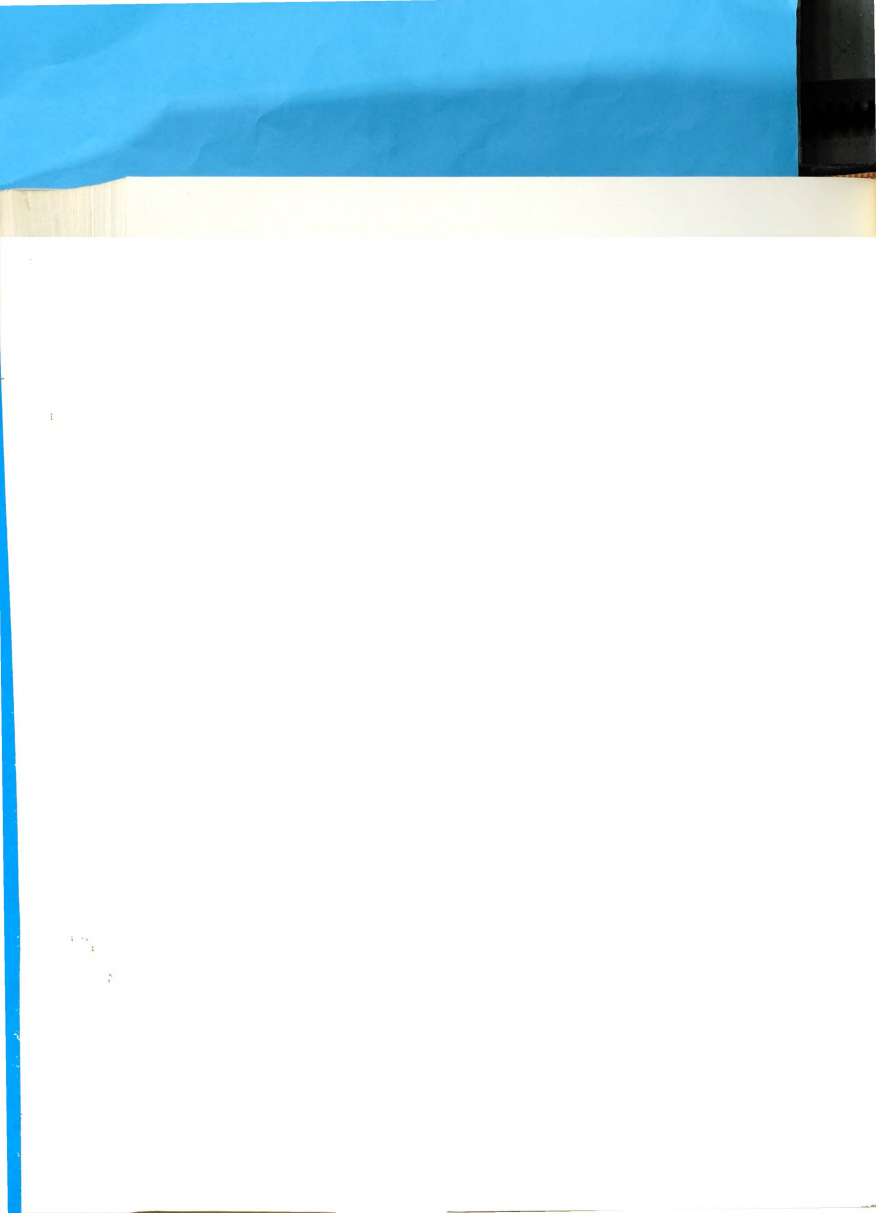
29. If yes, what kind?

30. What kind of work do you expect to be doing five years from now?

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

31. In what kind of a place do you expect you will be working five years from now?

32. How big a place?



Occupational Aspirations

Suppose ANYTHING were possible:

33. Where would you like to be living five years from now?

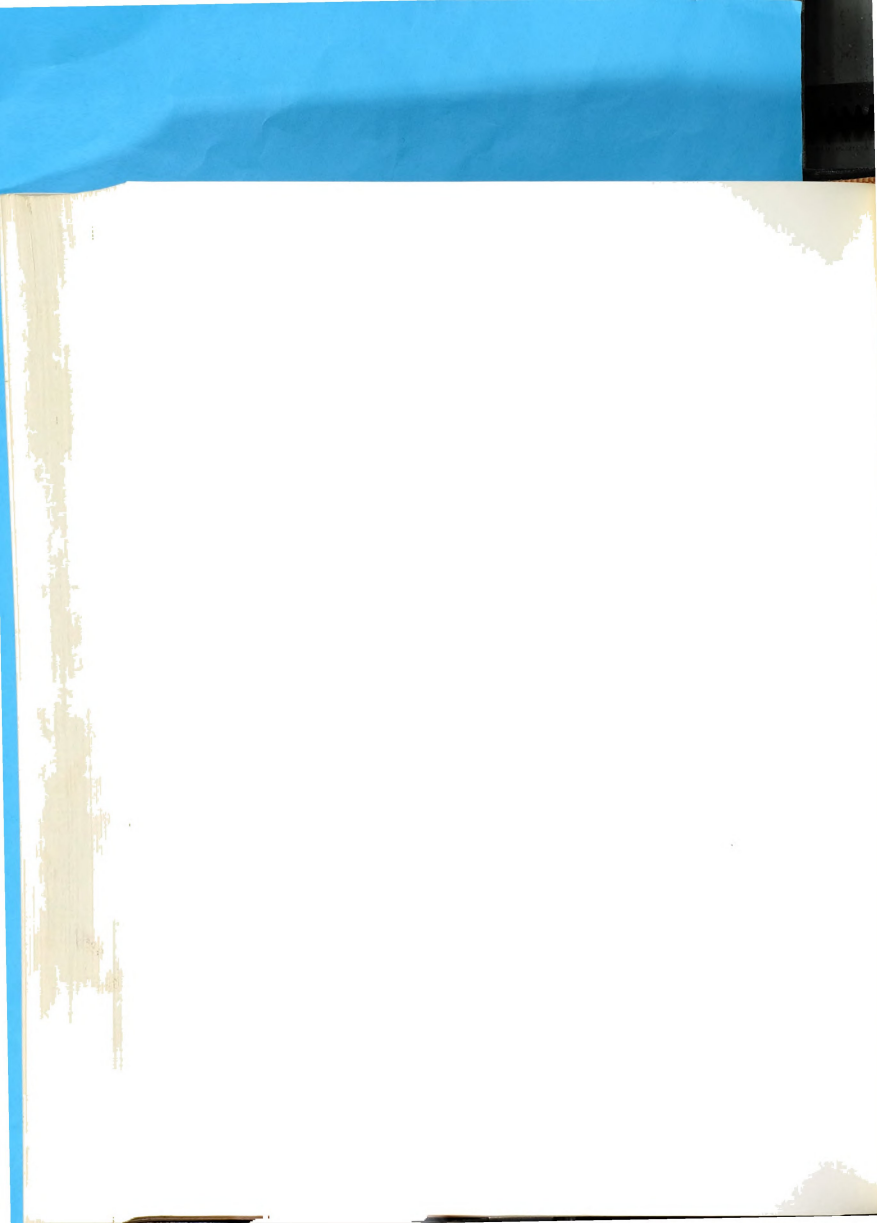
34. What kind of training would you like to have?

35. What kind of work would you like to do?

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

36. In what kind of a place would you like to be working five years from now?

37. How big a place?



Educational Influences

38. Which subjects you took in primary school help you most in your present job? (Name as many as you can)

_____	_____
_____	_____
_____	_____

39. If correspondence courses have been taken, ask:

Which correspondence courses you took help you the most in your present job?

_____	_____
_____	_____
_____	_____

40. What were they about?

41. Who sponsored them?

42. How much time per week did you spend on them?

_____	_____
-------	-------

43. Which kind of training you took helps you the least in your present job?

_____	_____
_____	_____

44. Have you chosen this work because you liked certain subjects in primary school?

(Yes) _____ (No) _____

45. If yes, what subjects?

46. Why did you like them?

_____	_____
_____	_____
_____	_____

47. Have you chosen this work because you liked certain correspondence courses?

(Yes) _____ (No) _____

48. If yes, what courses? 49. Why did you like them?

_____	_____
_____	_____
_____	_____

50. Have you chosen this work because you liked certain on the job training or apprenticeship training?

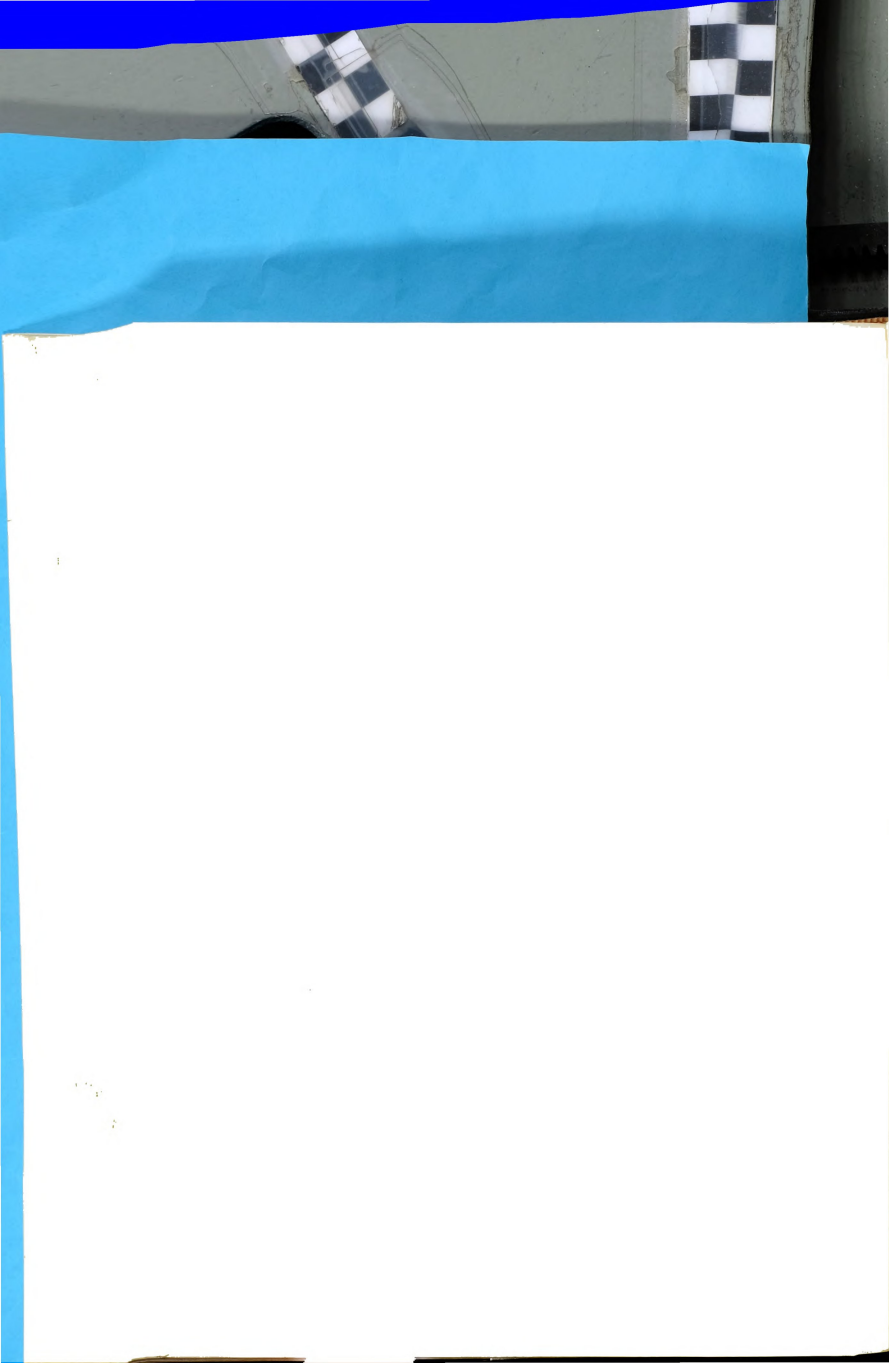
(Yes) _____ (No) _____

51. If yes, what kind of training? 52. Why did you like it?

_____	_____
_____	_____
_____	_____

53. Were you encouraged (directly or indirectly) to choose this job by your primary school--

- a. teachers? _____
- b. headmasters? _____
- c. managers? _____
- d. supervisors? _____
- e. none _____



(Ask for each occupational expectation listed in LIST 30)

You mentioned that in five years you could be e. g. a carpenter

54. Did you make this choice because of certain subjects you liked in primary school?

Occupations

Subjects

Arith. Eng. Science Religion Art Geog. Hist.

- | | | |
|----|-----|----|
| 1. | Yes | No |
| 2. | Yes | No |
| 3. | Yes | No |
| 4. | Yes | No |
| 5. | Yes | No |
| 6. | Yes | No |
| 7. | Yes | No |
| 8. | Yes | No |

55. Did you make this choice because of certain correspondence courses you liked? No courses taken _____

Occupations

Courses

- | | | |
|----|-----|----|
| 1. | Yes | No |
| 2. | Yes | No |
| 3. | Yes | No |
| 4. | Yes | No |
| 5. | Yes | No |
| 6. | Yes | No |
| 7. | Yes | No |
| 8. | Yes | No |

56. Did you make this choice because of on the job training or apprenticeship training you liked? No training taken _____

Occupations

Training

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

57. Did you make this choice because you were encouraged by teachers and headmasters?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

58. Did you make this choice because you were encouraged by school supervisors and managers?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

59. Did you make this choice because of other reasons than anyone stated above?

Occupations

Other Reasons

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

STOP GO BACK TO LIST 30

(Ask for each occupational aspiration listed in LIST 35)

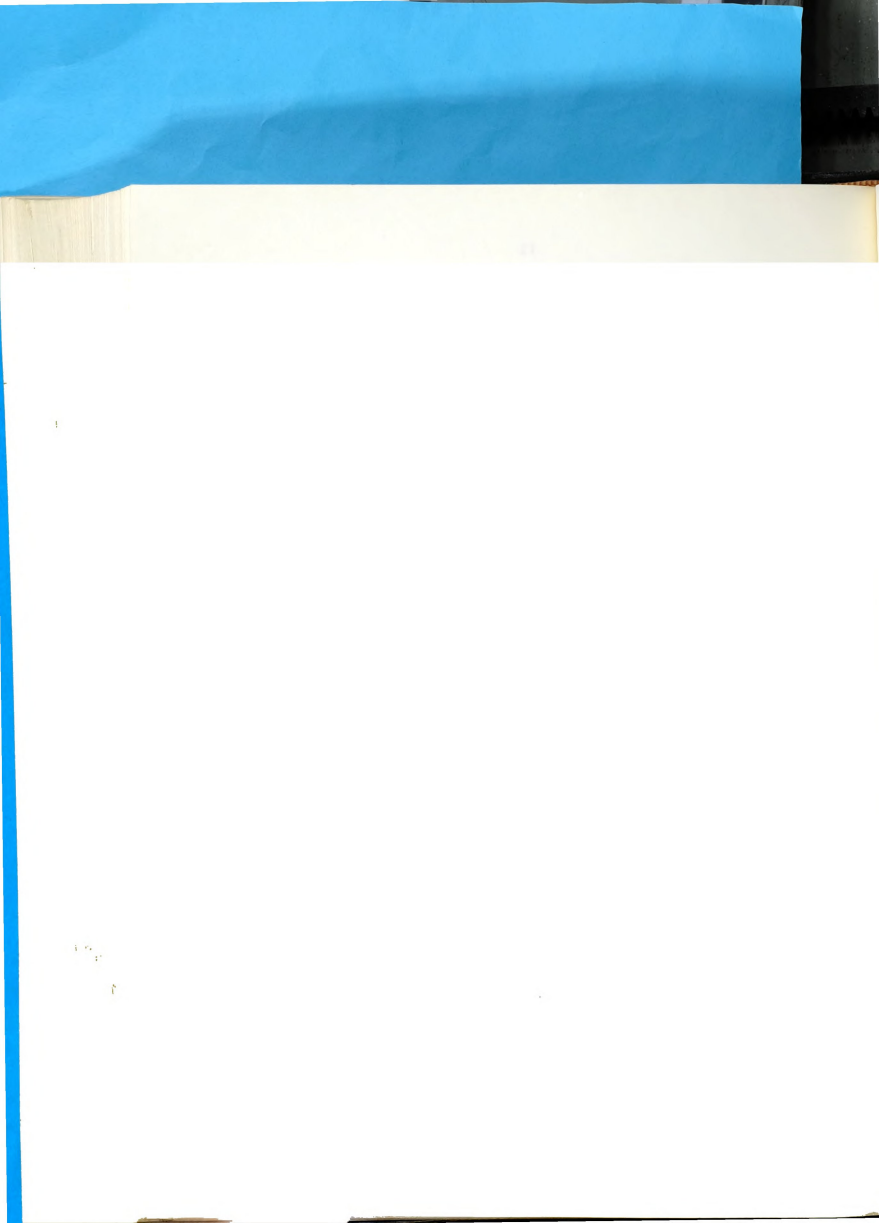
You mentioned that in five years you would like to be e.g. carpenter if anything were possible.

60. Did you make this choice because of certain subjects you liked in primary school?

Occupation

Subjects

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No



61. Did you make this choice because of certain correspondence courses you liked? No courses taken _____

Occupation

Courses

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

62. Did you choose this job because of on the job training/apprenticeship training you liked? No training taken _____

Occupations

Training

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

63. Did you make this choice because you were encouraged by teachers and headmasters?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

64. Did you make this choice because you were encouraged by school supervisors and managers?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

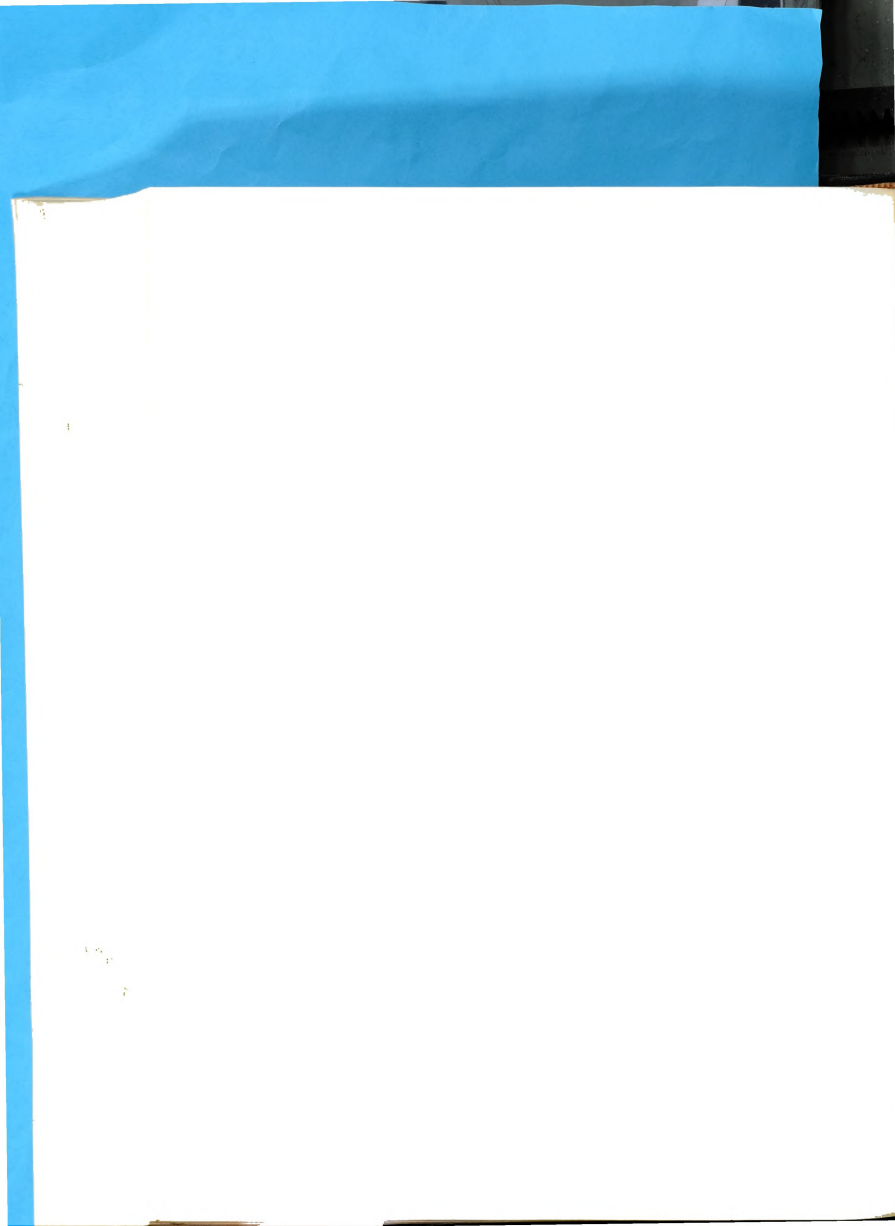
65. Did you make this choice because of other reasons than anyone stated above?

Occupation

Other Reasons

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

STOP - GO BACK TO LIST 35



Job Counseling

Suppose in primary school you had been (were) informed about the necessary training for occupations, the available jobs in your area, and how much money you could expect to earn, working at these jobs:

66. Would you be doing anything different now from what you mentioned to be your present occupation?

(READ LIST 30 TO RESPONDENT)

67. Would you expect to do anything different from these jobs in five years, if you had been given this sort of information?

(READ LIST 35 TO RESPONDENT)

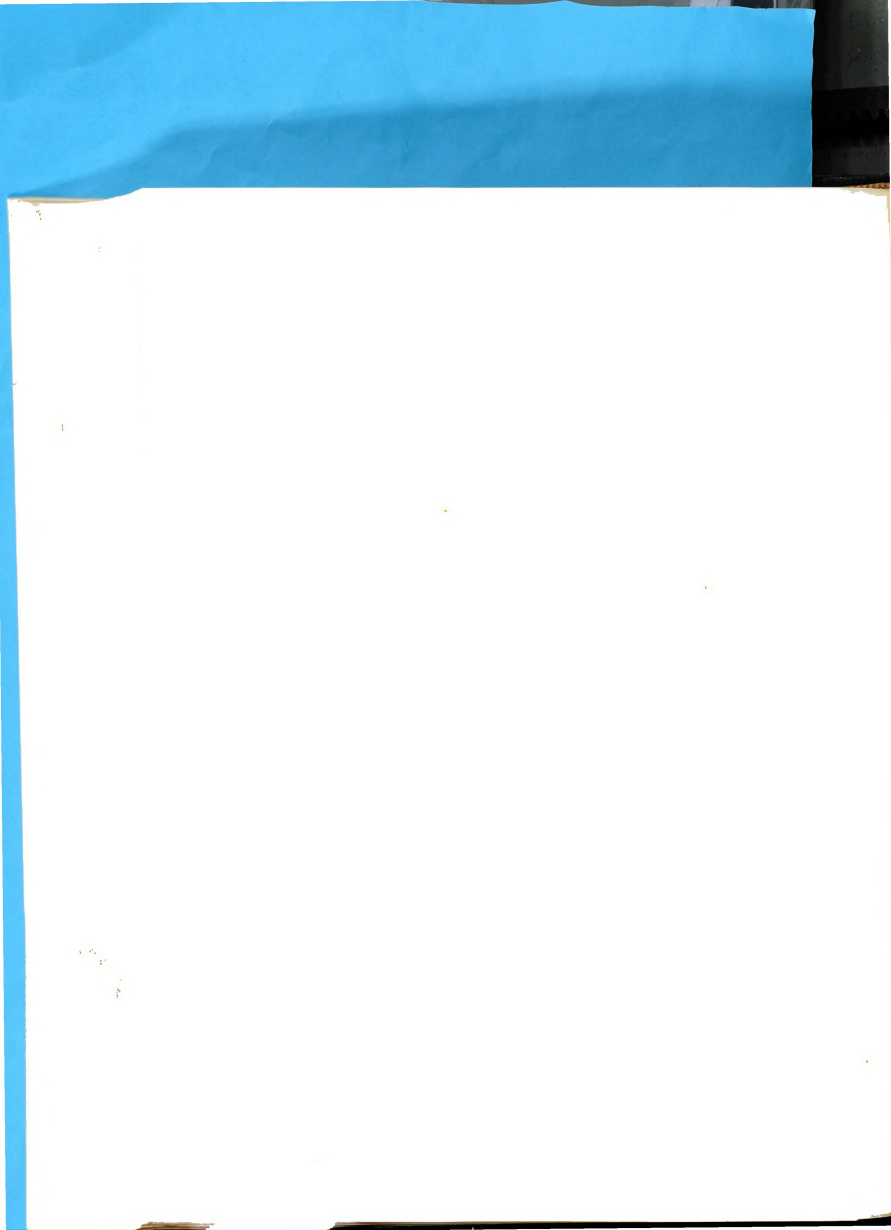
68. If anything were possible, would you want to do anything different from these jobs if you had been given this sort of information?

69. How do you think primary school programs can be improved?

(or for 1964 graduates)

What did you miss or gain that you would like to see done or encouraged in primary schools?

WRITE FURTHER COMMENTS



Interview Questions

1967 Graduates:

Name _____ Address _____

Name of School You Attend Now _____

Age _____ Sex _____

Time of Interview _____
(Start) (End)

Persons Present During Interview _____

Place of Interview _____

Father/Mother/Other's Education and Work

10. Do you live with your parents now? (If "no" skip to question 13)

Yes _____ No _____

11. What kind of work does your father do now? Mother's work?

12. What is your father's educational level? Mother's education?

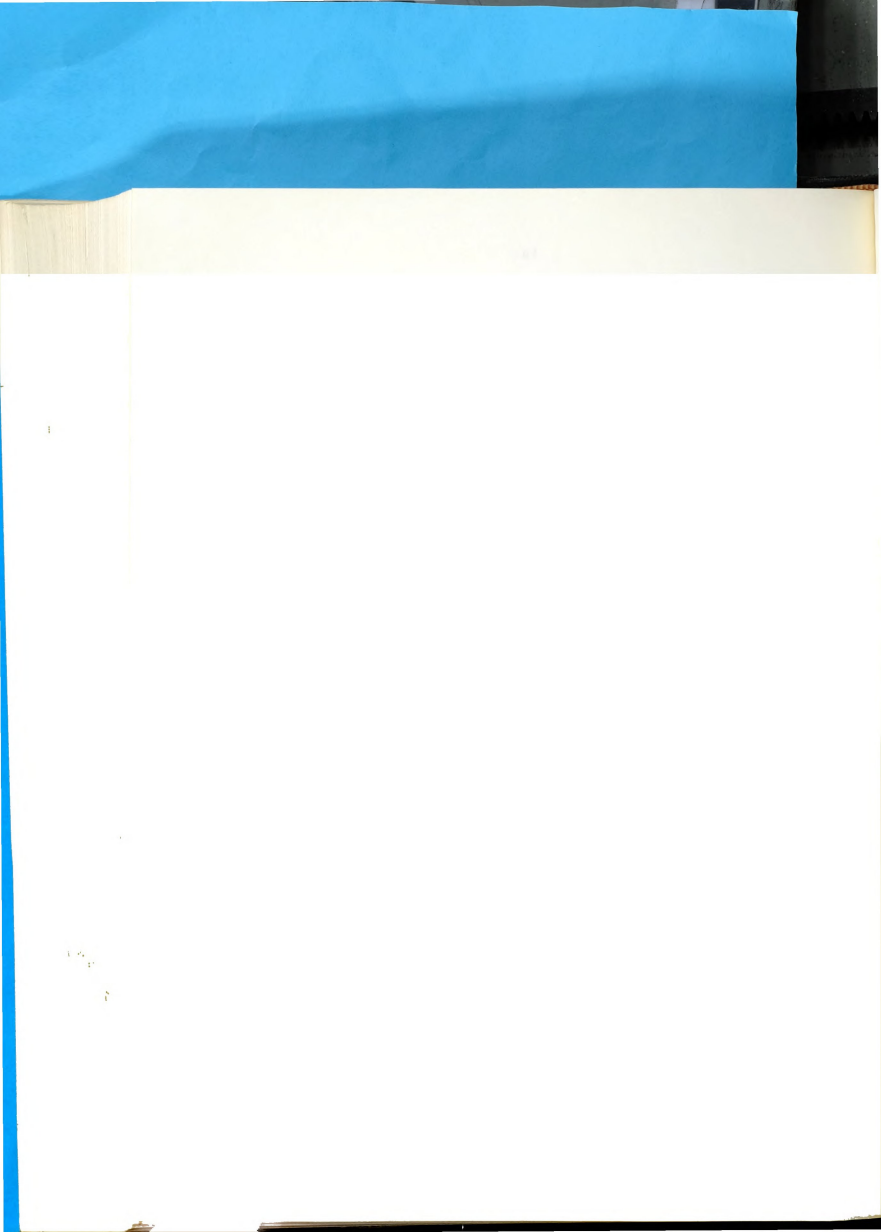
13. With whom do you make your home?

14. What is his/her work? _____

15. What is his/her educational level? _____

16. Is this person a relative or a friend? _____

17. What kind of relative/friend is he or she? _____



18. What kind of work does your father/mother do?

(Father's Occupation) _____

(Mother's Occupation) _____

19. What is your Father's educational level? _____

What is your Mother's educational level? _____

21. Are you in an apprentice program? (Yes) _____ (No) _____

If yes, what kind? _____

Have you completed it? (Yes) _____ (No) _____

22. Have you taken any correspondence courses?

(Yes) _____ (No) _____

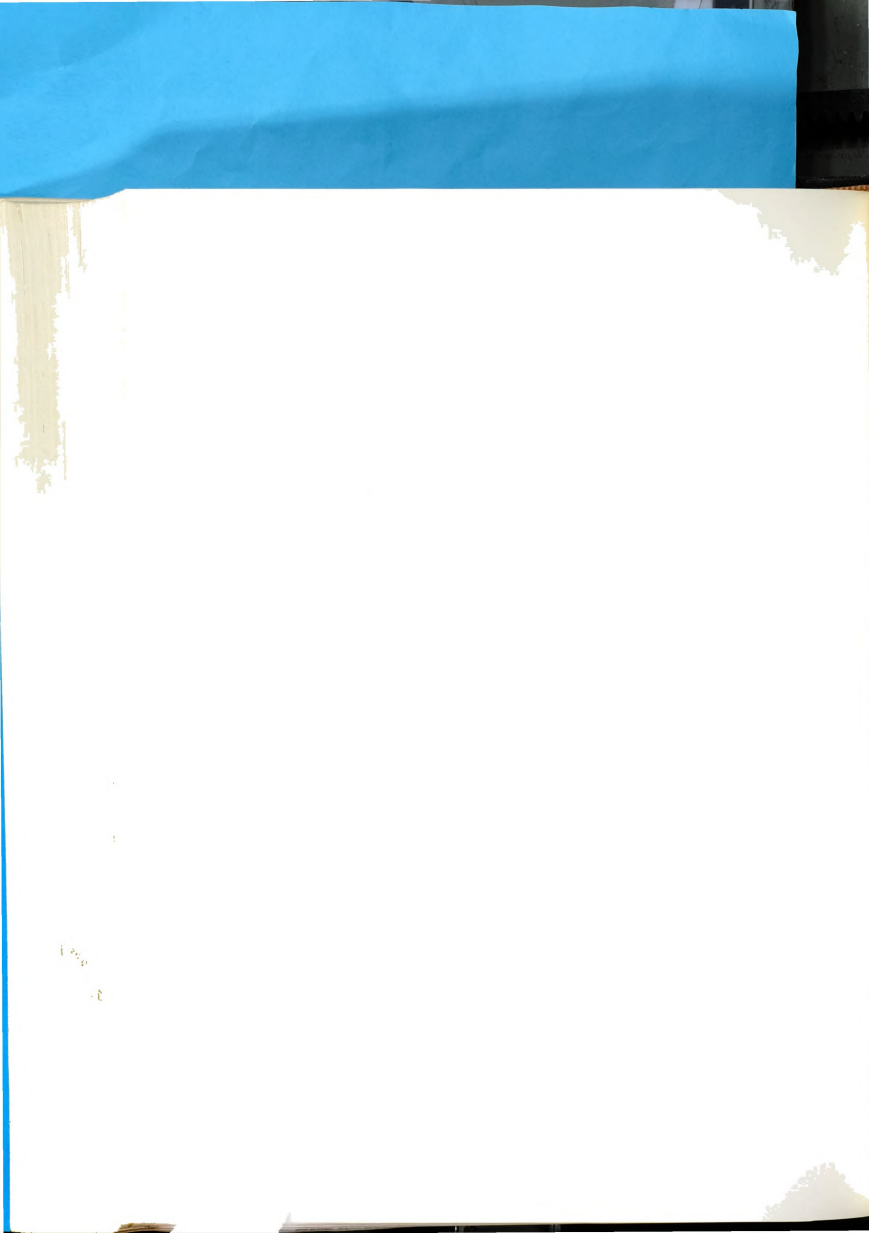
What are they? _____

23. What is your religious belief? _____

24. How often do you attend services? _____

25. What do you usually do after school hours? _____

26. With whom? _____



Occupational Expectations

27. Where do you think you will be living five years from now?

28. Do you expect to receive any additional training in the next five years?

(Yes) _____ (No) _____

29. If yes, what kind?

30. What kind of work do you expect to be doing five years from now?

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

31. In what kind of a place do you expect you will be working five years from now?

32. How big a place?

Occupational Aspirations

Suppose ANYTHING were possible:

33. Where would you like to be living five years from now?

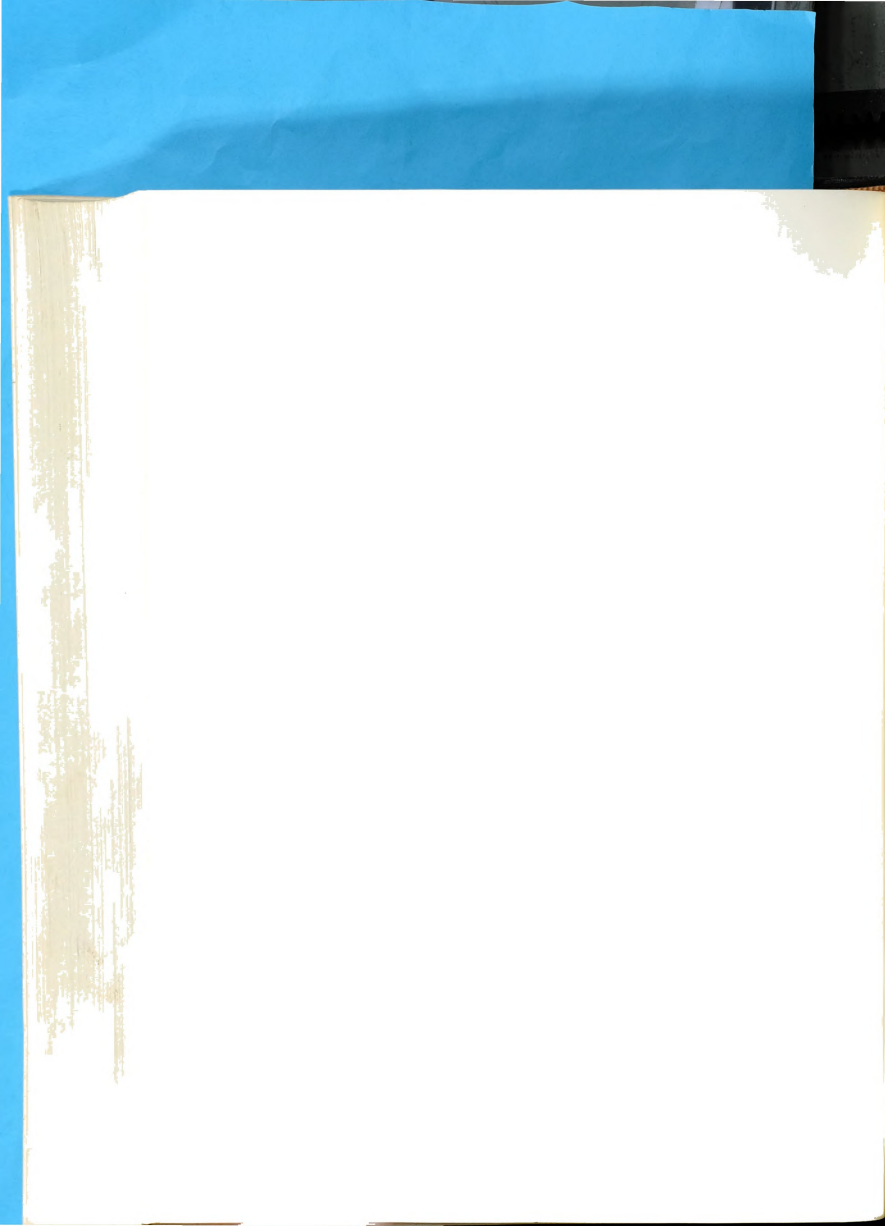
34. What kind of training would you like to have?

35. What kind of work would you like to do?

1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

36. In what kind of a place would you like to be working five years from now?

37. How big a place?



Educational Influences

38. Which subjects you took in primary school help you most in your present job? (Name as many as you can)

_____	_____
_____	_____
_____	_____

39. If correspondence courses have been taken, ask:

Which correspondence courses you took help you the most in your present job?

_____	_____
_____	_____
_____	_____

40. What were they about? 41. Who sponsored them?

_____	_____
_____	_____

42. How much time per week did you spend on them?

_____	_____
-------	-------

43. Which kind of training you took helps you the least in your present job?

44. Have you chosen this work because you liked certain subjects in primary school?

(Yes) _____ (No) _____

45. If yes, what subjects? 46. Why did you like them?

_____	_____
_____	_____
_____	_____

47. Have you chosen this work because you liked certain correspondence courses?

(Yes) _____ (No) _____

48. If yes, what courses?

49. Why did you like them?

50. Have you chosen this work because you liked certain on the job training or apprenticeship training?

(Yes) _____ (No) _____

51. If yes, what kind of training?

52. Why did you like it?

53. Were you encouraged (directly or indirectly) to choose this job by your primary school--

- a. teachers? _____
b. headmasters? _____
c. managers? _____
d. supervisors? _____
e. none _____

(Ask for each occupational expectation listed in LIST 30)

You mentioned that in five years you could be e. g. a carpenter

54. Did you make this choice because of certain subjects you liked in primary school?

Occupations

Subjects

Arith. Eng. Science Religion Art Geog. Hist.

- | | | |
|----|-----|----|
| 1. | Yes | No |
| 2. | Yes | No |
| 3. | Yes | No |
| 4. | Yes | No |
| 5. | Yes | No |
| 6. | Yes | No |
| 7. | Yes | No |
| 8. | Yes | No |

55. Did you make this choice because of certain correspondence courses you liked?

No courses taken _____

Occupations

Courses

- | | | |
|----|-----|----|
| 1. | Yes | No |
| 2. | Yes | No |
| 3. | Yes | No |
| 4. | Yes | No |
| 5. | Yes | No |
| 6. | Yes | No |
| 7. | Yes | No |
| 8. | Yes | No |

56. Did you make this choice because of on the job training or apprenticeship training you liked? No training taken _____

Occupations

Training

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

57. Did you make this choice because you were encouraged by teachers and headmasters?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

58. Did you make this choice because you were encouraged by school supervisors and managers?

Occupations

- | | | | |
|-----------|-----------|-----------|-----------|
| 1. Yes No | 3. Yes No | 5. Yes No | 7. Yes No |
| 2. Yes No | 4. Yes No | 6. Yes No | 8. Yes No |

59. Did you make this choice because of other reasons than anyone stated above?

Occupations

Other Reasons

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

STOP GO BACK TO LIST 30

(Ask for each occupational aspiration listed in LIST 35)

You mentioned that in five years you would like to be e. g. carpenter if anything were possible.

60. Did you make this choice because of certain subjects you liked in primary school?

Occupation

Subjects

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

61. Did you make this choice because of certain correspondence courses you liked? No courses taken _____

Occupation

Courses

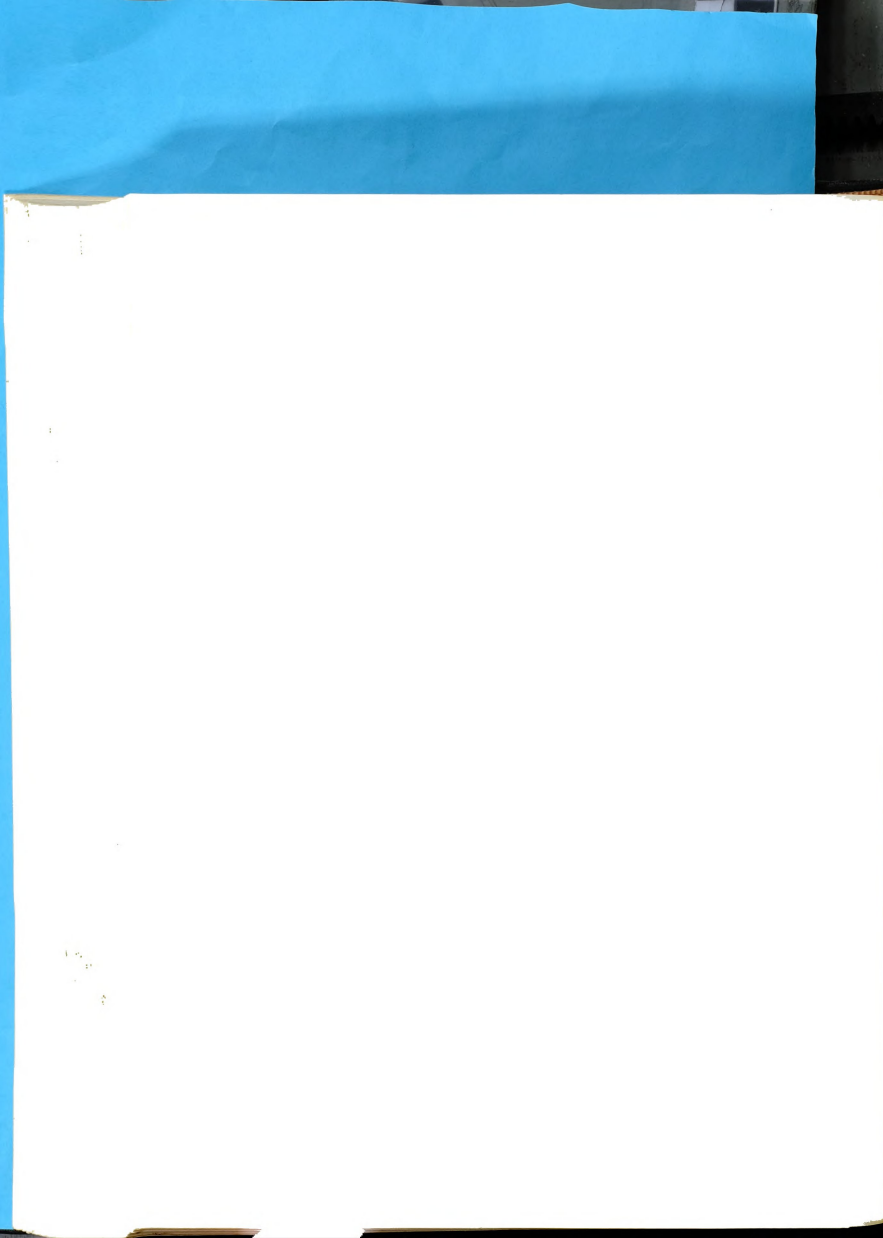
1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No

62. Did you choose this job because of on the job training/apprenticeship training you liked? No training taken _____

Occupations

Training

1. Yes No
2. Yes No
3. Yes No
4. Yes No
5. Yes No
6. Yes No
7. Yes No
8. Yes No



63. Did you make this choice because you were encouraged by teachers and headmasters?

Occupations

- | | | | | | | | |
|--------|----|--------|----|--------|----|--------|----|
| 1. Yes | No | 3. Yes | No | 5. Yes | No | 7. Yes | No |
| 2. Yes | No | 4. Yes | No | 6. Yes | No | 8. Yes | No |

64. Did you make this choice because you were encouraged by school supervisors and managers?

Occupations

- | | | | | | | | |
|--------|----|--------|----|--------|----|--------|----|
| 1. Yes | No | 3. Yes | No | 5. Yes | No | 7. Yes | No |
| 2. Yes | No | 4. Yes | No | 6. Yes | No | 8. Yes | No |

65. Did you make this choice because of other reasons than anyone stated above?

Occupation

Other Reasons

- | | |
|--------|----|
| 1. Yes | No |
| 2. Yes | No |
| 3. Yes | No |
| 4. Yes | No |
| 5. Yes | No |
| 6. Yes | No |
| 7. Yes | No |
| 8. Yes | No |

STOP - GO BACK TO LIST 35

Job Counseling

Suppose in primary school you had been (were) informed about the necessary training for occupations, the available jobs in your area, and how much money you could expect to earn, working at these jobs:

66. Would you be doing anything different now from what you mentioned to be your present occupation?

(READ LIST 30 TO RESPONDENT)

67. Would you expect to do anything different from these jobs in five years, if you had been given this sort of information?

(READ LIST 35 TO RESPONDENT)

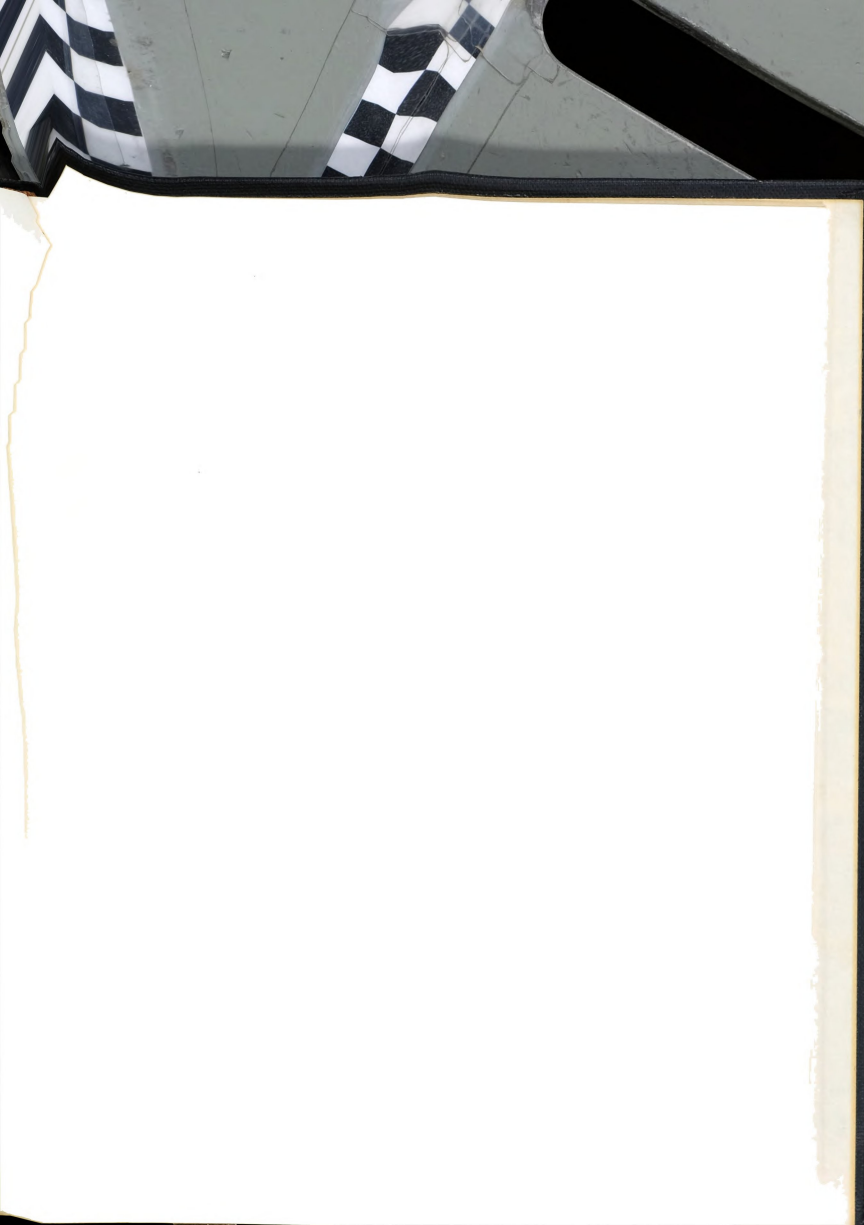
68. If anything were possible, would you want to do anything different from these jobs if you had been given this sort of information?

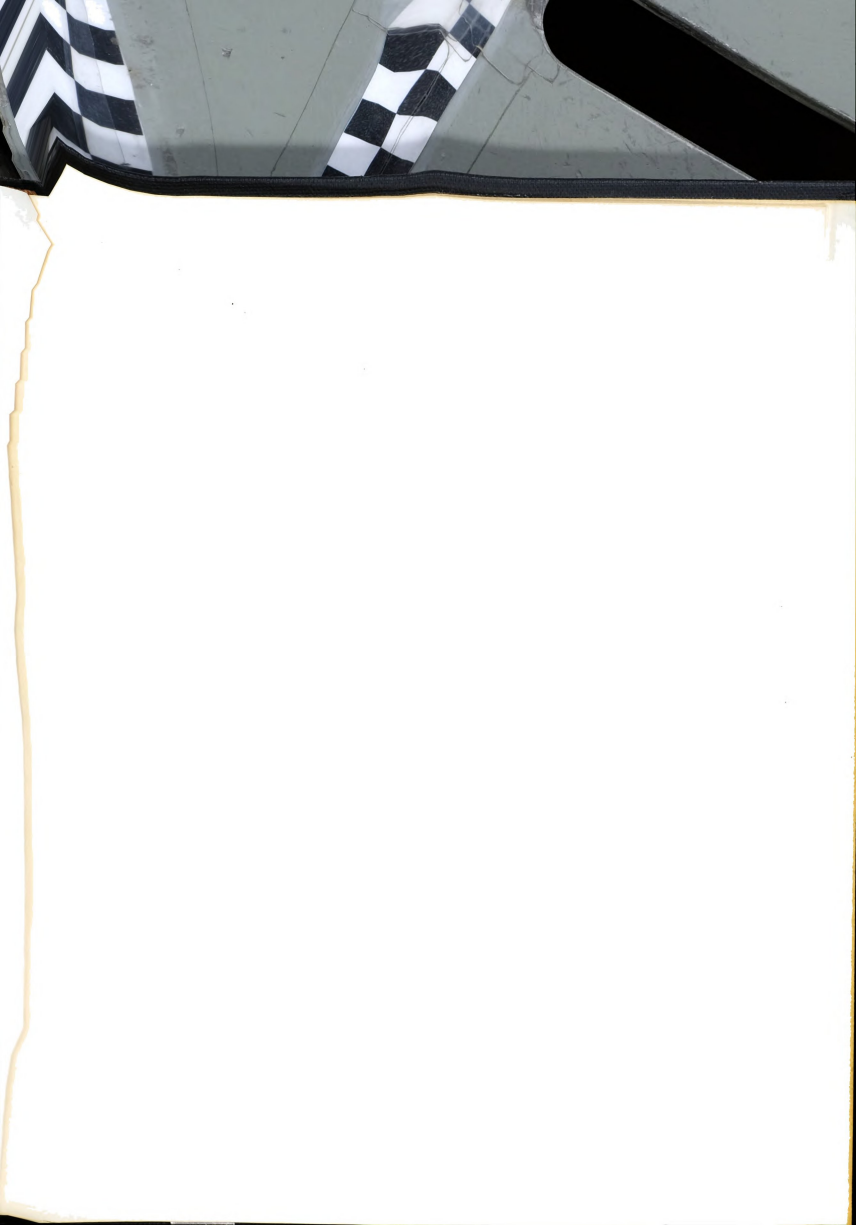
69. How do you think primary school programs can be improved?

(or for 1964 graduates)

What did you miss or gain that you would like to see done or encouraged in primary schools?

WRITE FURTHER COMMENTS











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